

**DEVELOPING REAL WORLD SPEAKING TASKS FOR STUDENTS OF  
THE MARKETING PROGRAM IN GRADE X  
AT SMK N 1 YOGYAKARTA**

**A THESIS**

Presented as Partial Fulfillment of the Requirements for the Attainment of  
the Degree of *Sarjana Pendidikan* in English Language Education



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**2011**



**APPROVAL**

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AT SMK N 1 YOGYAKARTA**

**A THESIS**



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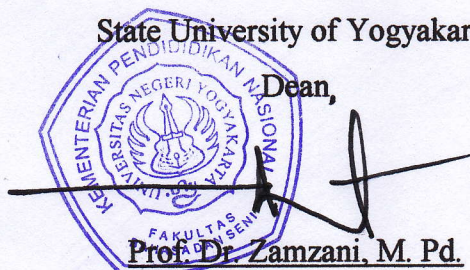


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menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab penulis.

Yogyakarta, November 2011

Penulis,



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## DEDICATIONS

This thesis is fully dedicated to:

1. My dearest parents, *Bapak* Kartareja and *Ibu* Tarmiah, who support me with their endless love, prayer and patience. The greatest thing of my life is being the luckiest daughter to have you as my parents.
2. My beloved sister and her husband, *Mbak* Haryatun and *Mas* Bambang, who have given me continuous and unconditional support.
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## MOTTOS

*“Tuhan tidak berjanji langit selalu cerah dan daun-daun selalu hijau. Dia tidak berjanji hidup akan menjadi mudah, tapi Dia berjanji untuk berjalan bersamamu di setiap langkah yang kamu lalui.”*  
(Anonymous)

*“Bila gunung di hadapanku tak jua berpindah, Kau berikanku kekuatan untuk mendakinya. Ku lakukan yang terbaikku Kau yang selebihnya. Tuhan selalu punya cara membuatku menang pada akhirnya.”*  
(Jason)

“A step in the wrong direction is better than staying on the spot all your life.”  
(Maxwell Maltz)

“You are free to choose, but the choices you make today will determine what you will have, be, and do in the tomorrow of your life.”  
(Zig Zigler)



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Finally, the researcher realizes that her thesis is still far from being perfect. She would like to welcome all criticisms and suggestions from those who are concerned with such a topic. However, she expects that this thesis will give some contribution to all readers.

Yogyakarta, November, 2011



Priastuti

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## TABLE OF CONTENTS

	Page
<b>COVER</b> .....	i
<b>APPROVAL</b> .....	ii
<b>RATIFICATION</b> .....	iii
<b>DECLARATION</b> .....	iv
<b>DEDICATIONS</b> .....	v
<b>MOTTOS</b> .....	vi
<b>ACKNOWLEDGEMENTS</b> .....	vii
<b>TABLE OF CONTENTS</b> .....	ix
<b>LIST OF APPENDICES</b> .....	xiii
<b>LIST OF TABLES</b> .....	xiv
<b>LIST OF FIGURES</b> .....	xviii
<b>ABSTRACT</b> .....	xix

### CHAPTER I INTRODUCTION

A. Background of the Study .....	1
B. Identification of the Problem .....	4
C. Limitation of the Problem .....	5
D. Formulation of the Problem .....	5
E. Objectives of the Research .....	6
F. Significances of the Research .....	6

### CHAPTER II LITERATURE REVIEW AND CONCEPTUAL

<b>FRAMEWORK</b> .....	8
------------------------	---

#### A. Literature Review

1. Language Learning and language Teaching .....	8
a. Language Learning .....	8
b. Language Teaching .....	9
c. Communicative Language Teaching (CLT).....	9

2. English for Specific Purposes (ESP).....	12
a. Definition of ESP .....	12
b. Needs Analysis .....	12
3. Speaking .....	14
a. Definition of Speaking .....	14
b. Function of Speaking .....	15
c. Teaching Speaking .....	16
4. Task .....	18
a. Definition of Task .....	18
b. Component of Task .....	19
c. Classroom Speaking Tasks .....	23
d. Real World Speaking Task .....	23
5. Feed Back during Oral Work .....	26
6. Materials Development .....	28
7. Teaching English for Vocational High School .....	31
a. The Characteristics of Grade X students of Marketing.....	31
b. The Curriculum of Vocational High Schools .....	32
c. Teaching English for Vocational High School .....	33
d. Teaching Speaking for Vocational High School .....	34
8. Developing Units of Work .....	34
B. Review of Related Research Study .....	37
C. Conceptual Framework .....	38

### **CHAPTER III RESEARCH METHOD**

A. Design of Research .....	39
B. Setting of the Research .....	39
C. Research Focus .....	40
D. Research Instruments .....	40
E. Data Analysis Technique .....	44
F. Research Procedure .....	45
G. Validity and Reliability .....	48



## CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings .....	49
1. The Results of the Needs Analysis .....	49
a. The Description of the Respondents .....	49
b. The description of the Students Needs.....	50
2. The Course Grid .....	52
3. The Developed Materials .....	54
4. Reviewing the Materials .....	62
5. The Implementation, Evaluation, and Revision of the First Draft	
a. The Implementation, Evaluation, and Revision of the First Draft of Unit 1.....	67
1) The Description of the First Draft Implementation of Unit 1 .....	67
2) The Evaluation of the First Draft Implementation of Unit 1 .....	69
3) The Revision of the First Draft Implementation of Unit 1 .....	138
b. The Implementation, Evaluation, and Revision of the First Draft of Unit 2	
1) The Description of the First Draft Implementation of Unit 2 .....	140
2) The Evaluation of the First Draft Implementation of Unit 2 .....	142
3) The Revision of the First Draft Implementation of Unit 2 .....	202
c. The Implementation, Evaluation, and Revision of the First Draft of Unit 3	
1) The Description of the First Draft Implementation of Unit 3 .....	204

2) The Evaluation of the First Draft Implementation of Unit 3 .....	206
3) The Revision of the First Draft Implementation of Unit 3.....	257
6. The Summary of the First Draft .....	256
7. The Description of the Second Draft of the Develop Materials .....	261
8. The Implementations, Evaluations, Revisions of the Second Draft	
a. The Implementations, Evaluations, Revisions of the Second Draft of Unit 1	
1) The Description of the Second Draft Implementation of Unit 1 .....	264
2) The Evaluation of the Second Draft of Unit 1 .....	267
3) The Revision of the Second Draft of Unit 1.....	332
b. The Implementations, Evaluations, Revisions of the Second Draft of Unit 2	
1) The Description of the Second Draft Implementation of Unit 2 .....	333
2) The Evaluation of the Second Draft of Unit 2 .....	336
3) The Revision of the Second Draft of Unit 2.....	393
9. The Summary of the Second Draft and the Final Draft ....	393
B. Discussions .....	394

## **CHAPTER V CONCLUSIONS AND SUGGESTIONS**

A. Conclusions .....	401
B. Suggestions .....	404

## **REFERENCES**

## **APPENDICES**

## **LIST OF APPENDICES**

<b>APPENDIX A</b>	<b>: RESPONDENTS</b>
<b>APPENDIX B</b>	<b>: RESEARCH INSTRUMENTS</b>
<b>APPENDIX C</b>	<b>: RESULTS OF THE NEEDS ANALYSIS</b>
<b>APPENDIX D</b>	<b>: COURSE GRID AND MATERIALS</b>
<b>APPENDIX E</b>	<b>: FIELD NOTES</b>
<b>APPENDIX F</b>	<b>: INTERVIEW TRANSCRIPTS</b>
<b>APPENDIX G</b>	<b>: VALIDITY AND COMPUTATION</b>
<b>APPENDIX H</b>	<b>: LETTERS OF PERMISSION</b>



## LIST OF TABLES

	Page
Table 1 : Table to Write Down the Students' Feedback .....	27
Table 2 : The Standard of Competences and Basic Competences .....	33
Table 3 : The Organisation of the First Questionnaire (Needs Analysis).....	40
Table 4 : The Organisation of the Second Questionnaire for the English Teachers .....	41
Table 5 : The Organisation of the Third Questionnaire for Grade X Students of Marketing 2.....	42
Table 6 : The Conversion Table Based on the Range .....	44
Table 7 : Data of Mean and Standard Deviation.....	44
Table 8 : The Value of Reliability Coefficient .....	48
Table 9 : The Description of the Respondents .....	49
Table 10 : Description of the Develop Materials in the First Draft: Unit 1.....	55
Table 11 : Description of the Develop Materials in the First Draft: Unit 2.....	58
Table 12 : Description of the Develop Materials in the First Draft: Unit 3.....	60
Table 13 : The Description of the Reviewer .....	62
Table 14 : The Descriptive Statistics of Students' Responses to the First Draft of Unit 1 as a Whole .....	70
Table 15 : The Summary of Each Task Component: Task 1 .....	84
Table 16 : The Summary of Each Task Component: Task 2 .....	90
Table 17 : The Summary of Each Task Component: Task 3 .....	95
Table 18 : The Summary of Each Task Component: Task 4 .....	100
Table 19 : The Summary of Each Task Component: Task 5 .....	105
Table 20 : The Summary of Each Task Component: Task 6 .....	110
Table 21 : The Summary of Each Task Component: Task 7 .....	114
Table 22 : The Summary of Each Task Component: Task 8 .....	120
Table 23 : The Summary of Each Task Component: Task 9 .....	125
Table 24 : The Summary of Each Task Component: Task 10 .....	130
Table 25 : The Summary of Each Task Component: Task 11.....	134
Table 26 : The Summary of Each Task Component: Task 12 .....	138
Table 27 : The Revision of the First Draft of Unit 1 .....	138

Table 28	: The Descriptive Statistics of Students' Responses to the First Draft of Unit 2 as a Whole .....	143
Table 29	: The Summary of Each Task Component: Task 1 .....	154
Table 30	: The Summary of Each Task Component: Task 2 .....	158
Table 31	: The Summary of Each Task Component: Task 3 .....	162
Table 32	: The Summary of Each Task Component: Task 4 .....	166
Table 33	: The Summary of Each Task Component: Task 5 .....	171
Table 34	: The Summary of Each Task Component: Task 6 .....	175
Table 35	: The Summary of Each Task Component: Task 7 .....	179
Table 36	: The Summary of Each Task Component: Task 8 .....	184
Table 37	: The Summary of Each Task Component: Task 9 .....	188
Table 38	: The Summary of Each Task Component: Task 10 .....	192
Table 39	: The Summary of Each Task Component: Task 11.....	196
Table 40	: The Summary of Each Task Component: Task 12 .....	201
Table 41	: The Revision of the First Draft of Unit 2 .....	201
Table 42	: The Descriptive Statistics of Students' Responses to the First Draft of Unit 3 as a Whole .....	206
Table 43	: The Summary of Each Task Component: Task 1 .....	215
Table 44	: The Summary of Each Task Component: Task 2 .....	219
Table 45	: The Summary of Each Task Component: Task 3 .....	223
Table 46	: The Summary of Each Task Component: Task 4 .....	226
Table 47	: The Summary of Each Task Component: Task 5 .....	230
Table 48	: The Summary of Each Task Component: Task 6 .....	234
Table 49	: The Summary of Each Task Component: Task 7 .....	237
Table 50	: The Summary of Each Task Component: Task 8 .....	241
Table 51	: The Summary of Each Task Component: Task 9 .....	244
Table 52	: The Summary of Each Task Component: Task 10 .....	248
Table 53	: The Summary of Each Task Component: Task 11.....	252
Table 54	: The Summary of Each Task Component: Task 12 .....	256
Table 55	: The Revision of the First Draft of Unit 3 .....	257
Table 56	: The Summary of the First Draft for Unit 1 .....	258
Table 57	: The Summary of the First Draft for Unit 2 .....	259
Table 58	: The Descriptive Statistics of Students' Responses to the Second Draft of Unit 1 as Whole .....	267
Table 59	: The Descriptive Statistics of Students' Responses to Task 1 of Unit 1 in the Second Draft Implementation .....	270
Table 60	: The Summary of Each Task Component: Task 1.....	274
Table 61	: The Descriptive Statistics of Students' Responses to Task 2 of Unit 1 in the Second Draft Implementation .....	275
Table 62	: The Summary of Each Task Component: Task 2.....	279

Table 63	: The Descriptive Statistics of Students' Responses to Task 3 of Unit 1 in the Second Draft Implementation .....	280
Table 64	: The Summary of Each Task Component: Task 3.....	284
Table 65	: The Descriptive Statistics of Students' Responses to Task 4 of Unit 1 in the Second Draft Implementation .....	285
Table 66	: The Summary of Each Task Component: Task 4.....	290
Table 67	: The Descriptive Statistics of Students' Responses to Task 5 of Unit 1 in the Second Draft Implementation .....	290
Table 68	: The Summary of Each Task Component: Task 5.....	295
Table 69	: The Descriptive Statistics of Students' Responses to Task 6 of Unit 1 in the Second Draft Implementation .....	295
Table 70	: The Summary of Each Task Component: Task 6.....	300
Table 71	: The Descriptive Statistics of Students' Responses to Task 7 of Unit 1 in the Second Draft Implementation .....	300
Table 72	: The Summary of Each Task Component: Task 7.....	305
Table 73	: The Descriptive Statistics of Students' Responses to Task 8 of Unit 1 in the Second Draft Implementation .....	306
Table 74	: The Summary of Each Task Component: Task 8.....	311
Table 75	: The Descriptive Statistics of Students' Responses to Task 9 of Unit 1 in the Second Draft Implementation .....	311
Table 76	: The Summary of Each Task Component: Task 9.....	316
Table 77	: The Descriptive Statistics of Students' Responses to Task 10 of Unit 1 in the Second Draft Implementation .....	317
Table 78	: The Summary of Each Task Component: Task 10.....	321
Table 79	: The Descriptive Statistics of Students' Responses to Task 11 of Unit 1 in the Second Draft Implementation .....	322
Table 80	: The Summary of Each Task Component: Task 11.....	327
Table 81	: The Descriptive Statistics of Students' Responses to Task 12 of Unit 1 in the Second Draft Implementation .....	327
Table 82	: The Summary of Each Task Component: Task 12.....	332
Table 83	: The Revision of the Second Draft of Unit 1 .....	332
Table 84	: The Descriptive Statistics of Students' Responses to the Second Draft of Unit 2 as Whole .....	337
Table 85	: The Descriptive Statistics of Students' Responses to Task 1 of Unit 1 in the Second Draft Implementation .....	339
Table 86	: The Summary of Each Task Component: Task 1.....	343
Table 87	: The Descriptive Statistics of Students' Responses to Task 2 of Unit 1 in the Second Draft Implementation .....	343
Table 88	: The Summary of Each Task Component: Task 2.....	347



Table 89	: The Descriptive Statistics of Students' Responses to Task 3 of Unit 1 in the Second Draft Implementation .....	348
Table 90	: The Summary of Each Task Component: Task 3.....	352
Table 91	: The Descriptive Statistics of Students' Responses to Task 4 of Unit 1 in the Second Draft Implementation .....	352
Table 92	: The Summary of Each Task Component: Task 4.....	356
Table 93	: The Descriptive Statistics of Students' Responses to Task 5 of Unit 1 in the Second Draft Implementation .....	356
Table 94	: The Summary of Each Task Component: Task 5.....	360
Table 95	: The Descriptive Statistics of Students' Responses to Task 6 of Unit 1 in the Second Draft Implementation .....	361
Table 96	: The Summary of Each Task Component: Task 6.....	364
Table 97	: The Descriptive Statistics of Students' Responses to Task 7 of Unit 1 in the Second Draft Implementation .....	365
Table 98	: The Summary of Each Task Component: Task 7.....	369
Table 99	: The Descriptive Statistics of Students' Responses to Task 8 of Unit 1 in the Second Draft Implementation .....	370
Table 100	: The Summary of Each Task Component: Task 8.....	374
Table 101	: The Descriptive Statistics of Students' Responses to Task 9 of Unit 1 in the Second Draft Implementation .....	375
Table 102	: The Summary of Each Task Component: Task 9.....	379
Table 103	: The Descriptive Statistics of Students' Responses to Task 10 of Unit 1 in the Second Draft Implementation .....	380
Table 104	: The Summary of Each Task Component: Task 10.....	384
Table 105	: The Descriptive Statistics of Students' Responses to Task 11 of Unit 1 in the Second Draft Implementation .....	384
Table 106	: The Summary of Each Task Component: Task 11.....	388
Table 107	: The Descriptive Statistics of Students' Responses to Task 12 of Unit 1 in the Second Draft Implementation .....	389
Table 108	: The Summary of Each Task Component: Task 12.....	392
Table 109	: The Revision of the Second Draft of Unit 2 .....	393

## LIST OF FIGURE

	Page
Figure I : Components of Task	20

**DEVELOPING REAL WORLD SPEAKING TASKS FOR STUDENTS OF  
THE MARKETING PROGRAM IN GRADE X  
AT SMK N 1 YOGYAKARTA**

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**ABSTRACT**

This study aims to develop effective real-world English speaking tasks and to identify the characteristics of the effective speaking tasks for Grade X students of the Marketing Program. This study is to overcome one of the problems in SMK N 1 Yogyakarta related to the limitation of the speaking tasks for students of the Marketing Program.

This research was a research and development (R & D) study. The steps of the study were conducting a needs analysis, writing the course grid, designing the materials, implementing the first draft, revising the first draft, implementing the second draft, revising the second draft, and writing the final draft. The subjects of the research were the students of the Marketing Program in Grade X at SMK N 1 Yogyakarta. The data were obtained by administering questionnaires and conducting interviews and observations. There were two types of data namely qualitative data and quantitative data. They were analysed using qualitative and quantitative descriptive techniques.

Based on the research findings, the mean values of Unit 1 range from 3.47 to 4.37. Meanwhile, the mean values of Unit 2 range from 3.44 to 4.19. Moreover, the qualitative data show the positive results. The effective speaking tasks consist of six components, i.e. goal, input, activity, teacher's role, students' role and setting. The effective goals are that the students are able to communicate in English in their future work place. The effective inputs consist of dialogues and pictures which are appropriate for the students of the Marketing Program. The effective activity in the classroom is making the dialogue based on the situation provided and practicing it. The effective teacher's role is as a facilitator during the teaching and learning process. The effective students' role is as an actor in the classroom. The most frequent setting is working in pairs.



## **CHAPTER I INTRODUCTION**

### **A. Background of the Research**

In this era, mastering English is important for students. It is because English is an international language that is used to communicate among people in the world. In this context, students who master English are those who are able to communicate in the real world. Actually, most Indonesian students only use English to communicate when they are in the class, and outside of the classroom, they use their native language. It happens because the place of English in Indonesia is as a foreign language (EFL). Brown (2001:3) states that English has a place as a foreign language (EFL) if English is taught in countries where English is not a major language of commerce and education. This condition makes the students have a little chance to practice their English and it also influences their speaking skill.

English also has an important role for students of vocational high schools. The objective of English teaching learning process in vocational high schools is to enable the students to communicate in the real world using English both in oral and written forms, in order to prepare the students to be good workers after graduating from the school (BSNP, 2006: 384). To achieve the goal, the English

teachers must provide appropriate materials for students in all programs of vocational high schools.

The problem is that all programs in vocational high schools have the same curriculum. It makes the English teachers confused in giving the materials and it also results in generalization of the materials for each program in vocational high schools. This condition does not support the students in learning English, because each program has different needs and characteristics. Teachers still use inappropriate materials for them because it is difficult to find English books for vocational high schools that are appropriate for the students' needs and apply real-world activities. "Unfortunately, many language textbooks contain poorly motivated and illogically sequenced texts and dialogues that do not reflect real-world language or situations, although they usually contain multiple examples of the grammar being presented" (Shrum and Glisan cited in Hwang, 2005:6).

The same problems also happen in SMK N 1 Yogyakarta. This school has three major programs; they are Accounting, Administration, and Marketing Programs. The English teachers in that school still use inappropriate materials to teach their students. They use the same English text book to teach all programs in that school. Because of this, the teachers have to design appropriate materials for them. However, it is not easy for them because there are many things that must be considered in developing tasks.

Based on the interview with one of the English teachers in that school, the students need appropriate materials based on their programs. The students of SMKs are required that they should be able to communicate with English not only in the written form but also in the spoken form in the future workplace. Therefore, speaking becomes one of the important skills for them. However, speaking in English is not easy. Shumin, cited in Richards and Renandya (2002: 204), states that “speaking a language is especially difficult for students as foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions.” Moreover, Bailey and Savage, cited in Xian-Long (2009: 27), state that speaking in a second and foreign language has often been viewed as the most demanding of the four skills.

Based on the facts in the field, the researcher is interested in developing the real world speaking tasks for Grade X students. In designing tasks the researcher focuses on designing speaking tasks for students of the Marketing Program only. It is because the Marketing Program is one of the vocational high school programs that deal with English. After graduating from the school, the students of the Marketing Program are expected to be able to communicate or practice their English in the future work place.

## **B. Identification of the Problems**

There are many problems in the English teaching and learning process. The problems can be from students, materials, teachers, media, etc. Those problems also happen in SMK N 1 Yogyakarta. During the English teaching and learning process the students are shy to speak in English. Most of them keep silent when the teacher asks them to speak. They are shy and afraid to speak because they are afraid to make mistakes and their friends will laugh at them. Therefore, they decide to communicate in Indonesia rather than in English.

Another problem that is faced in this school is the materials. The materials or text books that are used to teach the students of the Marketing Program are not appropriate for their needs. There is no specific text book to teach English for the Marketing Program. The teachers only adopt the materials from other vocational high school books without considering the appropriateness of the materials for them. The activities that have been done by the students in the classroom also do not reflect to real world. It makes the students have difficulties to apply their English outside of the classroom, because what they have learnt in the class is different from their real life.

It is difficult for teachers to develop the appropriate materials and tasks for the students by themselves. They realize that there are many things that should be considered in developing tasks which are suitable for the students'

needs. If the teachers still use the inappropriate books for their students, so the goals will not be reached. That is why each program should have different books that are appropriate for the students' needs.

### **C. Limitation of the Problem**

From the problem identification, it is clear that the needs of the materials and tasks of each program in the vocational high schools are different. They have their own needs and characteristics. Based on the students' needs, the researcher is interested in developing tasks that are appropriate for the students of Marketing, in order to promote the English teaching and learning process, especially the learning of speaking. The title of the study is *Developing Real World Speaking Tasks for Students of the Marketing Program in Grade X at SMK N 1 Yogyakarta*.

### **D. Formulation of the Problems**

Based on the limitation of the problem above, the problems of this study are formulated as follows:

1. What are the effective real-world speaking tasks for Grade X students of the Marketing Program at SMK N 1 Yogyakarta?
2. What are the characteristics of the effective real-world speaking tasks for Grade X students of the Marketing Program at SMK N 1 Yogyakarta?

**E. Objectives of the Research**

The objectives of this study are:

1. to develop effective real-world English speaking tasks which are suitable for the students' real life.
2. to identify the characteristics of the effective real-world speaking tasks for Grade X students of the Marketing Program.

**F. Significances of the Research**

This study has significances for teachers, students, other researchers, and material developers. The significances are:

1. For the teachers

The product of this study is helpful for teachers. They can use the tasks to teach the students. The product of the study also gives a new reference for English teachers in teaching English, especially speaking.

2. For the students

The product of the study will help the students learn English. The students will learn English more easily because the tasks are based on their needs and real life.

3. For other researchers

The result of the study can be used as information for further research, and



4. For the materials designers

The result of the study will encourage materials designers to design tasks that are appropriate for the students' characteristics and needs of English.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

The main objective of this research is aimed to design effective speaking tasks for Grade X students of Marketing Program. To produce effective speaking tasks, the tasks must be designed based on the students' needs and characteristics. In order to support and result effective speaking tasks, this chapter presents some related theories. The theoretical framework is also presented in this chapter.

#### **A. Literature Review**

##### **1. Language learning and language teaching**

###### **a. Language Learning**

The terms of language learning and language teaching can be defined in different ways. A search of contemporary dictionary reveals that learning is the activity of obtaining knowledge by study, experience, or instruction. Similarly, Brown (2000: 7) states that "learning is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand." Tomlinson (1998: 4) offers another definition of learning and he states that "learning is normally considered to be a conscious process which consists of the committing to memory of information relevant to what is being learned." It is supported by Cheng-Jun (2006: 13) who states that "language learning is the conscious knowledge of a foreign language, knowing the rules, being aware of them, and being able to talk about them." It can be inferred that someone who learns something means that he/she is aware of when and what he/she is learning. In learning a language,

students should know not only the knowledge about but also the knowledge is used. In another word, language learning is not only learning the knowledge of the rules of grammar, but also learning the ability to use language to communicate.

#### **b. Language Teaching**

Many people think that teaching is as a process of giving information from teachers to students. According to Tomlinson (1998: 3), “teaching is used to refer to anything done by materials developers or teachers to facilitate learning of the language.” Similarly, Brown (2000: 7) states that “teaching is guiding and facilitating learning, enabling the learners to learn, and setting the conditions for learning.” Teachers can stand up in front of the class and give explanation about the materials in English or the teachers can also use textbooks (direct teaching) and guide the students to make discoveries from them (indirect teaching).

#### **c. Communicative Language Teaching (CLT)**

In order to make sure that the tasks designed are appropriate and effective for the students, they were implemented to Grade X students of Marketing Program. The Communicative Language Teaching (CLT) was used in the teaching and learning process in the classroom.

##### **1) The definition of CLT**

There are some definitions of Communicative Language Teaching (CLT) based on some experts. Nunan cited in Linse and Nunan (2005: 56) states that CLT is an approach which connects the language that is used in the class room with the language that is used outside of the class room. Similarly, Savignon (2002: 22) states that the essence of CLT is aimed to engage the students to be

able to develop their communication competence. Furthermore, Cheng-Jun (2006:15) states that CLT also makes use of real-life situations that require communication. It can be done by setting a possible situation that will be faced by the students in real life.

In conclusion, CLT is a guiding principle that aims to train the students to use the language forms appropriately in a variety of contexts and for variety of purposes. In order to use the language effectively the students need to develop communicative competence i.e. the students are expected to know the language functions, interlocutors, and times.

## 2) The Characteristics of CLT

Brown (2001: 43) offers the following six characteristics as a description of CLT.

- a) Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistics, and strategic) of communicative competence.
- b) Language techniques are designed to engage students in the pragmatic, authentic, functional use of language for meaningful purposes. Organisational language forms are not the central focus.
- c) Fluency and accuracy are seen as complementary principles underlying communicative techniques.
- d) Students in communicative class ultimately have to use the language productively and receptively, in unrehearsed contexts outside the classroom.

- e) Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning.
- f) The role of the teacher is that of facilitator and guide. Students are encouraged to construct meaning through genuine linguistic interaction with others.

Similarly, Littlewood (2002: 6) has the same idea with Brown. Littlewood suggests four skills which make up a person's communicative competence, and which must be recognized in foreign language teaching

a) Functional skill

It means that the learner must develop skill in manipulating the linguistic system, to the point where he can use it spontaneously and flexibly in order to express his intended message.

b) Grammatical skill

It means that the learner must distinguish between the forms he has mastered as part of his linguistic competence, and the communicative functions which they perform.

c) Strategic skill

It means that the learner must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations.

d) Sociolinguistic skill

It means that the learner must become aware of the social meaning of language forms. The learner must have the ability to use generally acceptable forms and avoid potentially offensive ones.

### 3) The roles of teachers and students in the classroom

According to Larsen-Freeman (2000: 128), teachers and students have different roles in the classroom. Teachers in communicative classrooms will find themselves talking less and listening more. They are becoming active facilitators of their students' learning. A classroom during a communicative activity is far from quiet. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. Because of the increased responsibility to participate, the students find they gain confidence in using the target language in general. Students are more responsible managers of their own learning.

Moreover, Harmer (2007:348) states that the teacher needs to play a number of different roles. The first role is as prompter. The teacher helps the students if they lost their ideas. The second is as participant. The teacher belongs to the discussion and role play. The last is as a feedback provider. In this role, the teacher gives the students feedback in the speaking activity.

## **2. English for specific purposes (ESP)**

### **a. Definition of ESP**

ESP stands for English Specific Purposes. ESP developed after the Second World War. There are three main reasons why ESP developed until now. The first is worldwide demands. The second is revolution in linguistics. The third is focus on the learner (Jiajing, 2006: 1).

Salmani-Nodoushan (2007: 2) state that ESP is aimed to prepare students or adults for the English used in specific disciplines, or vocations to accomplish



specific purposes. Similarly, Hutchinson and Waters (1987: 19) define ESP is an approach to language teaching in which that the content and method are based on the learner's reason for learning. It can be concluded that an ESP course designed based on the specific needs of students of a particular discipline. It is important for teachers to provide appropriate materials for the students' needs, because each student has different needs and interests that have an important influence on their motivation to learn. So, in designing specific materials for particular discipline, needs analysis becomes an important part.

#### **b. Needs Analysis**

Needs analysis is the first step before designing appropriate tasks for the students. The purpose is to gain information related to the students' needs. According to Hutchinson and Waters (1987: 55), there are some factors that have to be analysed when conducting needs analysis. They are:

##### **1) Necessities**

Necessity is the type of needs determined by the demands of the target situation i.e. what the student has to know in order to function effectively in the target situation (Hutchinson and Waters, 1987: 55). It means that the researcher has to know the students' necessities. So that she can develop appropriate tasks for the students' future workplace.

##### **2) Lacks**

After identifying the necessities, the researcher should also identify the students' lacks. It is important, because the researcher should know what the

students already know so the researcher can complete the students' necessities which are lacks.

### 3) Wants

It is also important to know what the students want. The researcher must know what the students want to be learnt. It will motivate the students if they learn something that they want.

The focus of the needs analysis is aimed to determine the specific characteristics of a language when it is used for specific rather than general purposes. Richards (2008: 12) states that the differences between English for General Purposes and English for Specific Purposes can be in the vocabulary choice, grammar, the functions, the need for particular skills, and the kinds of texts that are commonly occurring.

Therefore, in designing an ESP course, the materials designer must consider those aspects mentioned above, in order to produce appropriate tasks for the students based on their disciplines.

## **3. Speaking**

### **a. The Definition of Speaking**

Speaking becomes one of the important skills, because speaking is the mode of communication most often used to express opinions, make arguments, offer explanations, transmit information, and make impressions upon others. Through speaking someone also can describe her/his self (Luoma, 2004: 10). That is why it is important for students to speak well in their personal lives, future workplaces, social interactions, and political endeavors (Rahman, 2010: 1). Brown

and Yule, cited in Richards (2008: 12) point out that in the real world, informal conversation often serves the purpose maintaining social relationships and the primary purposes of “chat” is not convey information but to nice to the person one is speaking too.

### **b. Functions of Speaking**

There are three functions of speaking according to Brown and Yule in Richards (2008: 22). They are talk as interaction, transaction, and performance.

#### **1) Talk as interaction**

Talk as interaction is normally known as conversation. It describes interaction which serves a primarily as social function. Brown (2000: 251) states that talk as interaction refers to the communicative contact between and among human beings that simply allows them to establish social contact and to keep channels of communication open.

Moreover, Richards (2008: 23) and Brown (2000: 251) also state that successful talk as interaction requires the students to have knowledge of opening and closing conversation, choosing topics, making small-talk, joking, knowing cultural mores, turn-taking, using adjacency-pairs, interrupting, reacting to others, using an appropriate style of speaking. In talk as interaction, the ability to speak in natural way is required in order to create a good communication.

#### **2) Talk as transaction**

This talk refers to situations where the focus is on what is said or done. The focus here is making oneself (hearer) understood clearly and accurately. Meanwhile, Brown (2001: 273) states that talk as transaction has a purpose to

convey or exchange specific information. However, accuracy is not a priority as long as information is successfully communicated and understood.

Furthermore, Richards (2008: 26) suggests some skills involve in using talk for transaction. The students are expected to be able to explain a need and intention, to describe someone, to ask for questioning and clarification, to confirm information, to justify an opinion, to make suggestions, to clarify understanding, to make comparison, and to make an agreement and a disagreement.

### 3) Talk as performance

This talk refers to public talk, for example public announcements, morning talks, and speeches. Watkins (2004: 31) states that talk as performance refers to spoken language activities which often be done in front of the audience. Talk as performance is often in the form of monolog rather than dialog.

Richards (2008: 28) also suggests some of the skills that must be mastered by the students. They are ability in using an appropriate format, presenting information in an appropriate sequence, maintaining audience engagement, using correct pronunciation and grammar, creating an effect on the audience, using appropriate vocabulary, using an appropriate opening and closing in a certain occasion. It is clear based on the skill involved this type of talk needs to be prepared so the students need much time to prepare before they perform.

### **c. Teaching Speaking**

Teaching speaking is not easy, there are many things should be consider when teaching speaking. If the students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, and use

appropriate stress. They also should be able to use appropriate expression in certain situation (Harmer, 2007: 343).

Students are often afraid to speak in front of the class because they are shy. In this case, the teacher must be able to help the students to be disposed to speak in front of the class. According to Nation and Newton (2009: 155) and Harmer (2007: 346) there are some things that can be done when teaching speaking.

#### 1) Planning and Preparation

Before the teacher asks the students to perform in public (in front of the class), it is better for teacher to give the students chance to prepare everything. The students need time to think about what they are going to say and how to say it. Enough time will be useful for them. Planning and preparation can be done individually, with the help of guide sheets, or in groups.

#### 2) Repetition

Nation and Newton (2009: 155) state that repetition of an activity can help the students to develop their fluency. It is also important to let the students repeat the speaking tasks they have already done, because repetition has many advantages (Harmer, 2007: 346).

- a) Each new encounter with a word or phrase helps to fix it in the students' memory.
- b) It allows students to improve on what they did before.
- c) They can think about how to re-word things or just get a feel for how it sounds.

d) It will make the students feel more confidence when they try to speak in subsequent 'performance'.

### 3) Big groups, and small groups

It is better for teacher to allow the students to practice in small group before asking them to perform in bigger group. Have speak in a big group can make the students nervous and shy.

## 4. Task

### a. Definition of Task

There are many definitions of tasks according to experts. Luoma (2004:30) states that tasks are activities that people do. Moreover, Cameroon (2001: 29) states that tasks are adopted as a unit that would try to bring the classroom and real life closer together. The goal and outcomes of tasks are to relate to the real needs of students. Similarly, Willis (1996: 23) defines tasks as activities where the target language is used by the students for a communicative purpose (goal) in order to achieve an outcome. Furthermore, Ellis in O'Dwyer (2009: 15) states that tasks can function as useful devices for planning a communicative curriculum, particularly in language-learning situations where there may be few opportunities for authentic communicative experiences. According to those definitions, it can be summarized that tasks are activities that use the target language for a communicative purpose so the students can apply the language not only in the classroom but also outside of the classroom.

According to Skehan cited in Finch (2007: 6) there are four characteristics of a task. First, meaning is primary. Second, there is some sort of relationship to



comparable real-world activities. Third, the completion has some priority. The last is the assessment of the task is in terms of outcome.

Meanwhile, Bialystok (1983: 103) cited in Edwards and Willis (2005: 17-18) suggests that a communication task must stimulate real communicative exchange. It must also provide incentive for the L2 speaker/learner to convey information. Then it also provides control for the information items required for investigation and the last it must fulfill the needs to be used for the goals of the experiment.

Those characteristics are as the bases to design real world speaking tasks, in order to produce the appropriate tasks for Grade X students of Marketing Program. Therefore, the tasks can be useful and helpful for students.

#### **b. Components of task**

A task should have some components to be a good task that suitable with the students' needs. According to Shavelson and Stern cited in Nunan (2004: 40) the components of task that should be noticed in designing a task are contents, materials, activities, goals, students, and social community. Candlin cited in Cheng-Jun (2006: 21) suggests that input, roles, settings, actions, monitoring, outcomes, and feedback should involve in tasks. Input refers to the data that are presented for students to work on. Roles are the relationship between participants in a task. Meanwhile, setting refers to the classroom and out-of-class arrangements needed in the task. Moreover, actions are the procedures and sub-tasks that have to be performed by the students. Furthermore, monitoring refers to

the controlling of the task in progress. Then, Outcomes refers to the goals of the task. The last is feedback. It refers to the evaluation of the task.

Based on those conceptualizations, Nunan (2004: 41) proposes the components of task include goals, input and procedures, and that these will be supported by roles and settings. The simple model is drawn below.

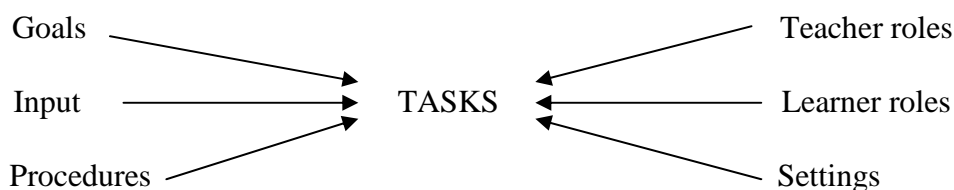


Figure I: Components of task

All of those task components are explained as follows.

#### 1) Goals

Goals are general purposes behind any learning tasks which are implied obscurely. They provide a point of connection between the task and the broader curriculum. According to Nunan (2004: 41-42) goals relate to a range of general outcomes (communicative, affective or cognitive). To reach the goals, the materials designer should know the curriculum first, so she can design the materials based on the standard of competences and basic competences.

#### 2) Input

Nunan (2004: 47) states that input refers to the data that students work with in the course of completing a task. Data can be provided by a teacher, a textbook or some other sources. The input provides a number of things, like stimulus materials for activities, new language items, correct models of

language use, a topic for communication, opportunities for students to use their information processing skills, and opportunities for students to use their existing knowledge both of the language and the subject matter.

### 3) Procedures

It relates to what should be done by the students with the input that forms the departure for the learning task (Nunan, 2004: 52). It refers to activities that will be done by the students during the teaching and learning activity. In this case, teacher should pay attention on some factors supporting the activities, such as considering the authenticity, accuracy, fluency, and activity types. Clark and Silberstain in Nunan (2004: 53) suggest that the activities done by the students should coordinate with the real world as closely as possible. This statement is also supported by Widdowson in Nunan (2004: 53-54). He proposes that the notion of classroom procedures should cover communicative performance in the real world.

### 4) Teacher and student roles

Based on Nunan (2004: 64) role refers to the part that the students and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants. Nunan (2004: 65) clarifies that students have some characteristics in learning a language. The student is a passive recipient of outside stimuli, an interactor and negotiator who is capable of giving as well as taking, a listener and performer who has little control over the content of learning. The student also involved in a process of personal growth and in a social activity where the social and

interpersonal roles of the student cannot be divorced from psychological learning process. In addition, the student must take responsibility for his or her own learning, developing autonomy and skills in learning-how-to-learn.

Meanwhile, the teacher also has many roles in the classroom. He/she is helping the students to discover of learning and find quick ways of recalling what they have learned, developing ways for students to organize what they have learned, encouraging the students to experiment with different ways of creating and using a language. The teacher should also facilitate active learning, require the students to work things out for themselves. Nunan (2004:67) states that the teacher and student roles are two side of coin. Giving the students a more active role in the classroom requires the teacher to adopt a different role.

#### 5) Settings

Settings refer to the classroom arrangements specified or implied in the tasks and it also requires consideration whether the task is to be carried out wholly or partly outside the classroom (Nunan, 2004: 70-71). It includes the students' configuration when they do the tasks and where the lesson is conducted. It is important to consider the learning 'mode' and learning 'environment'. Learning 'mode' refers to whether the students are operating on an individual or a group

### **c. Classroom Speaking Tasks**

According to Harmer (2007: 348-349), the teacher can provide some speaking activities in the classroom.

#### **1) Acting from a script**

In this activity, the students read the dialogues in their course books.

#### **2) Play scripts**

In this activity, the students are expected to understand the dialogue. The role of teacher here is drawing attention to appropriate stress, intonation and speed.

#### **3) Acting out dialogues**

In this activity, the students perform in front of the class. The teacher should be careful when choosing a student to come in front of the class. The teacher cannot choose a shyest student to be the first performer.

### **d. Real- World Speaking Tasks**

The next discussion is about real world tasks and speaking tasks. “Real world tasks are tasks that reflect real-world uses of language and which might be considered and rehearsal for real world- tasks” (Richards, 2006: 32). Meanwhile, according to Luoma (2004: 31) speaking tasks can be seen as activities that involve speakers in using language for the purpose of achieving a particular goal or objective in a particular speaking situation.” Therefore, in designing real-world speaking tasks the researcher uses the materials that are suitable for students of Marketing. Tomlinson (2008: 4) explains that materials for the students at all

levels must provide exposure to authentic use of English through spoken and written text with the potential to engage the students cognitively and affectively.

In designing real world speaking tasks, the researcher should also design authentic activities. It means that the activities based on the real situations and focus on applying conceptual knowledge or skills. Jonassen in Herrington, Oliver, and reeves (2003: 61) defines authentic activities as tasks: that have real-world relevance and utility that integrate across the curriculum, that provide appropriate levels of complexity, and that allow students to select appropriate levels of difficulty or involvement.

According to Herrington, Oliver, and reeves (2003: 61) there are ten characteristics of authentic activities.

- 1) Authentic activities have real-world relevance. It means the activities match as nearly as possible the real-world tasks of professionals in practice rather than classroom-based tasks.
- 2) Authentic activities are ill-defined, requiring students to define the tasks and sub-tasks needed to complete the activity. Students must identify their own unique tasks and sub-tasks in order to complete the major task.
- 3) Authentic activities comprise complex tasks to be investigated by students over a sustained period of time. Activities are completed in days, weeks and months rather than minutes or hours. They require significant investment of time and intellectual resources.
- 4) Authentic activities provide the opportunity for students to examine the task from different perspectives, using a variety of resources.



- 5) Authentic activities provide the opportunity to collaborate. Collaboration is integral to the task, both within the course and the real world, rather than achievable by an individual student.
- 6) Authentic activities provide the opportunity to reflect. Activities need to enable students to make choices and reflect on their learning both individually and socially.
- 7) Authentic activities can be integrated and applied across different subject areas and lead beyond domain-specific outcomes.
- 8) Authentic activities are seamlessly integrated with assessment. Assessment of activities is seamlessly integrated with the major task in a manner that reflects real world assessment, rather than separate artificial assessment removed from the nature of the task.
- 9) Authentic activities create polished products valuable in their own right rather than as preparation for something else. Activities culminate in the creation of a whole product rather than an exercise or sub-step in preparation for something else.
- 10) Authentic activities allow competing solutions and diversity of outcome. Activities allow a range and diversity of outcomes open to multiple solutions of an original nature, rather than a single correct response obtained by the application of rules and procedures.

## 5. Feedback during Oral Work

During the speaking teaching and learning process, the students may make some mistakes in accuracy and fluency when they are performing. In this case, the teachers have to give feedback to their performances. However, the teachers have to be careful in giving feedback or correction because it can influence their performances. The teachers cannot suddenly interrupt when the students are performing. Skehan (1998) in Edwards and Willis (2005: 23) distinguishes three aspects of student's performance: fluency, accuracy and complexity. Fluency refers to the student's capacity to communicate in real time. Accuracy refers to the ability of the student to use the target language according to its norms. Complexity refers to the students' ability to use more elaborate and complex target language structures. Meanwhile, Harmer (2007: 144-147) proposes the way to give feedback for students' accuracy and fluency.

### 1) Correcting students' accuracy

There are some ways to correct the students' accuracy:

#### a) Showing incorrectness, it can be done in different ways:

- Repeating: it can be done by asking the students to repeat what they have said.
- Echoing: the teachers are repeating what the students have said, and emphasizing the part of the utterance that was wrong.
- Statement and question: it can be done by giving the students statements or questions to indicate that something has not quite worked.

- Expression: it can be done by giving facial expressions or gestures to indicate that something does not quite work.
  - Hinting: it can be done by activating the rules they already know to give a quite hint.
- b) Getting it right, if students are unable to correct themselves or respond to reformulation, the teachers need to focus on the correct version in more detail. The teachers can say the correct version, emphasising the part where there is a problem.
- 2) Correcting students' fluency, it is needed during the event and after the event. It can be done by these following ways:
- a) Gentle correction: it can be done by reformulating what the students have said in the expectation that they will pick up the teachers' reformulation.
  - b) Recording mistakes: the teachers act as observers, watching and listening to students so the teachers can give feedback afterwards. The teacher can give positive or negative feedback to the students' performance. One of the problems of giving feedback after the event is that the teachers easy to forget what students have said. So, the teachers need a form to help them to write down the feedback.

**Table 1: Table to Write Down the Students' Feedback**

<b>Grammar</b>	<b>Words and phrases</b>	<b>Pronunciation</b>

- c) After the event: after observing and listening the students' performance, the teachers have to give feedback to the class. The teachers can write both

correct and incorrect words, phrases, or sentences on the board and ask the students to decide which one is true. When writing or giving an example of incorrect words, phrases, or sentences on the board, the teachers can not say who made the mistakes because it will expose the students in front of their classmates. So, it will be better if the teachers write the incorrect words, phrases, or sentences that were made by more than one person.

## **6. Materials Development**

It is important to know what materials are first, before discussing materials development. Materials refer to anything which is used by the teacher or students to facilitate the learning of a language. In other words, materials can be anything which is deliberately used to increase the students' knowledge and/or experience of the language (Tomlinson, 1998: 2). For examples are cassettes, videos, CD-Rooms, dictionaries, grammar books, work books or photocopied exercises, etc.

While material development refers to anything which is done by writers, teachers or students to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake: in other words the supplying of information about and/or experience of the language in ways designed to promote language learning (Tomlinson, 1998: 2).

There are some factors that should be considered in designing materials (Howard and Major, 2005: 103).

### **1. Students**

Students are one of the important factors that should be considered when designing materials. Before designing materials, the materials designer should

know the students' needs, so she should conduct needs analysis first. Then, she should also know the knowledge about the students' experiences (life and educational), their first language and levels literary in it, their interests, and their purposes for learning English.

## 2. Curriculum and context

A material designer should know the curriculum to design materials, so she can design materials that can achieve the goals and relevant to the students. The materials designer should also know the context in which the teaching and learning occur, because it will impact on the types of materials that need to be designed. According to Luoma (2004: 30) Context is one of the central concepts of language use. Context refers to everything in the speaking situation except the talk that is being produced at a particular moment.

## 3. Resources and facilities

Clearly, the material designer must be realistic about what she/he can achieve in terms of material design and production within the limitations of available resources and facilities.

After knowing the factors that should be considered in designing materials, the materials designer should also know the characteristics of materials that can promote the students to acquire a language (Tomlinson, 2008: 6). Such characteristics are:

1. Providing a rich experience of different genres and text types.
2. Providing an aesthetically positive experience through the use of attractive illustration, design and illustration.

3. Making use of multimedia resources to provide a rich and varied experience of language learning.
4. Helping the students to make some discoveries for themselves.
5. Helping the students to become independent students of the language.
6. Helping the students to personalize and localize their language learning experience.

Furthermore, Howard and Major (2005: 104-107) also suggest some characteristics of good materials.

1. English language teaching materials should be contextualized

The first, the materials should be contextualized to the curriculum they are intended to address. Materials should also be contextualized to the experiences, realities and first language of the students. In addition, the materials should also be contextualized to topic and themes that provide meaningful, purposeful uses for the target language.

2. Materials should stimulate interaction and be generative in terms of language.
3. English language teaching materials should allow for a focus on form as well as function.
4. English language teaching materials should offer opportunities for integrated language use.
5. English language teaching materials should be authentic.
6. English language teaching materials should be attractive.
7. English language teaching materials should have appropriate instructions.

## **7. Teaching English for Vocational High School**

### **a. The Characteristics of Grade X Students of Marketing**

First grade students of Vocational High School are in age range from 14-16 years old. In this age, human cognition develops rapidly. Some cognitive changes are critical; others are more gradual and difficult to detect. According to Piaget's stage of cognitive development, the students in that age belong to formal operational stage (Brown, 2000: 61). The formal operational stage extends concrete operational thought. In this stage children are able to think about hypothetical situations. Their reasoning capabilities improve, and they can think about multiple dimensions and abstract properties (Ojose, 2008: 27). Egocentrism emerges in adolescents' comparing reality to the ideal; thus, they often show idealistic thinking. Children make sense of their environments and construct reality based on their capabilities at this time (Schunk, 2009: 339-340).

Based on Piaget's theory in Schunk (2009: 341), to teach children in that stage, a teacher should understand cognitive development, keep students active, create incongruity, and provide social interaction.

#### **1) Understand cognitive development**

Teachers will benefit when they understand at what level their students functioning, because teachers will know the students attitudes and they are able to create appropriate atmosphere teaching and learning for the students.

#### **2) Keep students active**

Children need rich environments that allow for active exploration and hands-on activities.

3) Create incongruity

Incongruity also can be created by allowing students to solve problems and arrive at wrong answers.

4) Provide social interaction

Teachers must design some activities that provide social interactions, it can help the students less egocentric.

After knowing the students' characteristics the researcher would be able to develop the appropriate speaking tasks for them. The students of vocational high school concern in developing skills and creativity based on their program. They should have high stamina, master the skills, and be able to communicate based on their program. To support the students' needs, the researcher should develop the appropriate tasks for them.

#### **b. The Curriculum of Vocational High Schools**

The Vocational high school has different standard of competences and basic competences from those all of Senior High Schools. Table 2 presents the standard of competences and basic competences of Vocational High Schools for Grade X students based on BSNP (2006: 385). All programs in Grade X of SMK N 1 Yogyakarta use this standard of competences and basic competences. It means that Grade X students of Marketing Program also uses the same standard of competences and basic competences with the other programs.



Table 2: **The Standard of Competences and Basic Competences**

<b>Standard of Competences</b>	<b>Basic Competences</b>
1. The students are able to communicate using English as Novice Level.	1. 1 Comprehending the basic expressions in social interaction for daily life. 1. 2 Mentioning things, people, the characteristics of times, days, months, and years. 1. 3 Describing things, people, the characteristics of times, days, months, and years. 1. 4 Producing speech acts for basic function. 1. 5 Explaining the activities that are happening simply. 1. 6 Comprehending memo and simple menu, travel schedule, and traffic signs. 1. 7 Comprehending words and foreign technical terms and simple sentences based on the formula. 1. 8 Writing simple invitation.

### **c. Teaching English for the Marketing Program**

English in the Marketing Program is one of the adaptive subjects, in order to promote the students' English ability. The students are expected to be able to communicate with spoken and written English based on their programs in the future workplace (BSNP, 2006: 384). The Marketing Program deals with English to communicate with customers, for example to describe things or new products to the customers, give some information related to the products that are sold, drive a bargain, etc. So, the students will often find situations in the shop, market, and department store.

#### **d. Teaching Speaking for the Marketing Program**

In the Marketing Program, speaking becomes an important skill because based on the curriculum of SMKs the students of Grade X should be able to communicate using English as Novice Level. It means that they are expected to be able to communicate with English in the future work place. According to BSNP (2006: 385), the students of Marketing need to know how to use the simple expressions, such as greeting, leave taking, introducing, and thanking. The students also have to be able to describe things, people, the characteristics of times, days, months, and years. In addition, they are also expected to be able to produce speech acts for basic function, such as asking and giving information, suggesting, offering something, giving permission, and requesting something. Those skills have to be acquired by the students of Marketing in order to promote their speaking skill.

### **8. Developing Units of Work**

In developing tasks, a material developer has to consider the technique to present the tasks. The tasks must be presented step by step, from the easiest task to the most difficult one. So, the content of the language course or text book is presented in a helpful way. Nunan (2004: 31) proposes six steps to prepare the students to carry out the tasks.

#### **a. Schema building**

This step is to develop a number of schema-building that serve to introduce the topic, set the context for the task, and introduce some of the key

vocabulary and expressions that the students need in order to complete the task.

b. Controlled practice

The next step is to provide students with controlled practice in using the target language vocabulary, structures and functions. The activities that should be created are to support learning and facilitate the development of students' linguistic resources and conceptual knowledge.

c. Authentic listening practice

In this step, the students are involved in intensive listening practice. It can be done by playing the appropriate recording for the students.

d. Focus on linguistic elements

The students now get to take part in a sequence of exercises in which the focus is on one or more linguistic elements.

e. Provide freer practice

The previous steps are called 'reproductive' language work where the students have been working within the constraints of language models provided by the teacher and the materials. At this point, the students are engaged in freer practice, where they move beyond simple manipulation.

f. Introduce the pedagogical task

The last step is the introduction of the pedagogical task itself.

Meanwhile, Harmer (2007) and Richards (2008) also introduce PPP approach in teaching English. PPP stands for presentation, practice, and production. It grew out of structural-situational teaching whose main departure

from Audiolingualism was to place the language in clear situational contexts (Harmer, 2007: 64 and Richards, 2008: 8). It is also a common approach to Communicative Language Teaching that works through the progression of three sequential stages.

a. Presentation

In this stage, teacher introduces a situation which contextualises the language to be learnt. The situations are presented through dialogues or pictures. The language, too, is then presented. Then, the teacher gives some questions related to the pictures or dialogues to check whether the students understand the nature of the situation or not. After that, the teacher builds the concept underlying the language to be learnt using the language that the students already know.

b. Practice

The presentation stage is followed by controlled practice. This stage is aimed to create familiarity and confidence with the new language. The students practice the language using accurate reproduction techniques through drills or substitution exercises. It is to enable the students to use the newly grasped rule or pattern. In order to check the effectiveness of the learning, the teacher usually asks the students to work in pairs to practice the sentences a bit more before listening to a few examples (Harmer, 2007: 65). The teacher still directs and corrects in this stage.

c. Production

At the production stage, often called the ‘free stage’, the student is expected to reproduce the target language more spontaneously and flexibly. The students use the new language to make sentences of their own in order to develop fluency with the new pattern. In this stage, the students are expected to become independent users of the language rather than students of the language. It means that the students are expected to be able to use the language to communicate in the real situation.

**B. Review of Related Research Studies**

This study is about Developing Speaking Real World Tasks for Students of Marketing in Grade X. It has been not researched yet, as far as the researcher knew. However, there are some previous studies about the real world tasks in the English teaching and learning process with the different purposes.

The studies related to real world tasks have been done by some researchers. The first research has been done by Oura (2000). This research showed that the use of real world materials to supplement lessons is well worth. The next study has been done by Hwang (2005). She finds that using real world materials can increase the students’ sensitivity to and competence in the target language. In addition, Khaniya (2006) also has done a study using real world materials. The result showed that students enjoy dealing with real world materials because real world materials enable the students to interact with the real language and its use. Those studies prove that using real world task can promote students in learning English.

### **C. Conceptual Framework**

As mentioned earlier, the objective of this research is to develop real world speaking tasks that are effective for Grade X students of the Marketing Program in SMK N 1 Yogyakarta. Based on its purpose, this research belongs to the research and development (R & D). The product of this research is real world speaking tasks for Grade X students of Marketing Program.

The first thing that must be known by the researcher is about the students' needs of English in the Marketing Program because each program has different needs. The students' needs of Marketing Program are different from the students' needs of Accounting and Administration Programs. For the students of Marketing Program, speaking becomes one of the important skills. In order to facilitate the students, the researcher designed the real world speaking tasks. It means that she provides activities and inputs which may occur in the students' future work place. The purpose is to give them an image about the situation that may be faced in the future.

In developing task, the researcher has to consider some components of tasks proposed by Nunan (2004: 41). They are goals, inputs, procedure, teachers' roles, learners' roles, and setting. Moreover, the Communicative Language Teaching (CLT) is used to teach when implementing the developed tasks. The researcher uses CLT because CLT can help the students to develop their communication competence. CLT also connects the language that is used in the class room with the language that is used outside of the class room.

### **CHAPTER III RESEARCH METHOD**

Chapter II has reviewed the relevant theories to this research. Meanwhile, this chapter discusses the research method that was implemented during the research. This will be discussed starting from the design, setting, focus, research procedure, research instruments, and the validity and reliability of the instrument.

#### **A. Design of the Research**

This research is to develop a finished product that is used effectively in an educational program, so this research is classified as Research and Development (R & D) category (Gall, Gall, and Borg, 2003:569). The products that are resulted from R & D are printed materials such as text books and teacher training manuals, or other media such as audiocassettes or interactive video systems (Gall, Gall, and Borg, 2003:570). Meanwhile, the finished educational product in this research is speaking tasks that can be used by Grade X students of Marketing Program in SMK N 1 Yogyakarta.

#### **B. Setting of the Research**

This research was conducted in August 2010-May 2011. It was conducted in SMK N 1 Yogyakarta which is located at Jl. Kemetiran Kidul No. 35 Yogyakarta. This school is a Vocational High School which focuses on Business and Management. It has three skill programs. They are Accounting, Administration, and Marketing Programs each of which has two classes. The research was conducted in the program of X Marketing 1 and X Marketing 2. The

program of X Marketing 1 consists of 35 students and X Marketing 2 consists of 33 students each of which has English class twice a week.

### C. Research Focus

This research focused on developing speaking tasks for Grade X students of the Marketing Program at SMK N 1 Yogyakarta. The researcher designed real world speaking tasks that are suitable for them. To support this research, information from the students, English teachers, and lecturers was gained. The information and suggestions from them are used to revise the developed tasks.

### D. Research Instruments

The instruments that are used to collect the data in this research were questionnaires, observation guides, and interview guides. Data from the observation would be in the form of field notes. Meanwhile, data from the interview would be in the form of transcripts.

There were four kinds of questionnaires based on the purpose. The first questionnaire was administered in the first stage of this research i.e. needs analysis stage. It was aimed to gain information about the students' needs. Table 3 presents the organization of the first questionnaire.

**Table 3: The Organisation of the First Questionnaire (Needs Analysis)**

Question numbers	The purpose of the questions	References
1	To know the students' perception of learning English.	Ghrib (2004:63-65)
2	To find out the students' interests in learning English.	Hutchinson and Waters (1987:63)



Question numbers	The purpose of the questions	References
3,4	To find out the students' reason of learning English.	Hutchinson and Waters (1987:62)
5	To find out the students' existing proficiency level of English.	Hutchinson and Waters (1987:62)
6	To find out the students' problems in learning English.	Ghrib (2004:63-65)
7	To find out the students' problem in learning speaking.	Hutchinson and Waters (1987:62)
8	To find out the appropriate teaching techniques.	Hutchinson and Waters (1987:62)
9	To find out media that the students need.	Hutchinson and Waters (1987:63)
10,11	To find out the suitable content of materials.	Hutchinson and Waters (1987:101)
12	To find out the students learning style	Brown (2000:154-155)
13	To find out the teacher roles that students like.	Nunan (2004: 65)
14	To find out who are the partners of using English in the real world.	Hutchinson and waters (1987:59)
15	To find out the form of using English in the real world.	Hutchinson and Waters (1987:59)

The second questionnaire was administered before implementing the designed tasks. It was aimed to gain judgment or advice from the experts. This questionnaire was administered to the English teachers in SMK N 1 Yogyakarta. Table 4 presents the organization of the second questionnaire.

**Table 4: The Organization of the Second Questionnaire for the English Teachers (Experts Judgment)**

Question numbers	The purpose of the questions	References
1-6	To evaluate the goals of the materials.	Nunan (2004: 174)
7-11	To evaluate the input texts that used in materials.	Nunan (2004:178)

Question numbers	The purpose of the questions	References
12	To find information if the developed materials fit with students' needs.	Hutchinsons and Waters (1987:101
13	To evaluate the vocabularies of the materials.	Nunan (2004: 174)
14-15	To evaluate the activities in the materials	Nunan (2004: 174)
16-18, 21	To evaluate the structure/organization of the developed materials.	Nunan (2004: 174)
19	To evaluate the instructions in the materials.	Nunan (2004: 174)
20	To evaluate the setting of the materials	Nunan (2004: 174)
22	To evaluate the layout of the developed materials	Hutchinsons and Waters (1987: 107)

The third questionnaire was administered after implementing the first draft. It was aimed to obtain whether the tasks were appropriate for the students or not. Table 5 presents the organization of the third questionnaire.

**Table 5: The Organization of the Third Questionnaire for Grade X Students of Marketing 2 (Evaluating the Materials)**

Question numbers	The purpose of the questions	References
1-6	To evaluate the goals of the materials.	Nunan (2004: 174)
7	To find information if the developed materials fit with students' proficiency level or not.	Hutchinson and Waters (1987: 99)
8-10	To find information to evaluate the input texts.	Tomlinson (2008: 172)
11-13	To evaluate the structure/organization of the developed materials.	Nunan (2004: 174)
14-15	To evaluate the activities in the materials.	Tomlinson (2008: 172)
16	To evaluate the teacher's roles.	Nunan (2004: 174)
17-18	To evaluate the students' roles.	Tomlinson (2008: 173)
19-21	To evaluate the setting of the materials.	Nunan (2004: 174)
22-23	To evaluate the vocabulary of the materials.	Nunan (2004: 174)
24	To evaluate the instructions in the materials.	Nunan (2004: 174)
25	To evaluate the layout of the developed materials.	Hutchinsons and Waters (1987: 107)

The fourth questionnaire was used to evaluate the second draft. This questionnaire was administered after implementing the second draft of Unit 1 and Unit 2. The second draft of Unit 3 was not implemented because there was not enough time. This questionnaire was aimed to evaluate the effectiveness of each component in each task. Each task was evaluated by ten statements. So, there are 120 statements to evaluate twelve tasks in each unit. This questionnaire was designed based on six components of tasks in Nunan (2004: 41-71). However, the researcher added a component that was required to be evaluated i.e. instruction. So, there is a statement to evaluate the effectiveness of the instruction in each task. The organisation of the fourth questionnaire is available in the appendix.

The other instruments were interview and observation guides. There were two kinds of interview guides. The first interview guides were to gain the students' needs and the second one was to obtain data about the effectiveness of the developed tasks. Meanwhile, the observation guides were used during the implementation of each unit.

### **E. Data Analysis Techniques**

After gaining the data, the next step that should be done is analysing the data. There are two kinds of data in this research, namely quantitative and qualitative data. The quantitative data were obtained from the first and third questionnaires. The data from the second questionnaire were not analysed quantitatively because there were only three respondents. So, the second questionnaire was analysed qualitatively.

Meanwhile, the third and fourth questionnaires were aimed to find out how strong the students' agreement about the effectiveness of the developed tasks. A Likert scale questionnaire was employed to collect the data. The third questionnaire consists of 25 items and the fourth questionnaire consists of 120 items each of which has five options, i.e. strongly agree, agree, neutral, disagree, and strongly disagree. Those are symbolised respectively by 5, 4, 3, 2, and 1. The descriptive statistics technique was used to analyse the data. It consists of mean and standard deviation.

The conversion table based on the range was used as a basis to judge whether the students agree to the statements or not. The interval class was obtained from the difference between the maximum score and the minimum score. After that it was divided by class categories (Suharto, 2006:52-53). Table 6 presents the conversion table based on the range.

Table 6: **The Conversion Table Based on the Range**

Class interval	Info
$4.6 < \bar{x} \leq 5.4$	Strongly agree
$3.7 < \bar{x} \leq 4.5$	Agree
$2.8 < \bar{x} \leq 3.6$	Neutral
$1.9 < \bar{x} \leq 2.7$	Disagree
$1.0 < \bar{x} \leq 1.8$	Strongly disagree

The result of the analysis was then used as a basis to judge whether the tasks were appropriate for the students' needs or not. Table 7 presents the data of mean and standard deviation.

Table 7: **Data of Mean and Standard Deviation**

Statements Number	N	Mean	SD	Info
1.	.....	.....	.....	.....

The qualitative data were obtained from the interview and observation. The interview was recorded and transcribed. The results of the observation were written as field notes. The complete interview transcripts and field notes are attached in the appendix.

## **F. Research Procedure**

As this research study is categorized as R & D, the research procedure followed the R & D cycle proposed by Walter Dick and Lou Carey's designed model mentioned in Gall, Gall, and Borg (2003: 571). There are ten steps in conducting educational research and development. Regarding the researcher's feasibility, some steps from Walter Dick and Lou Carey were omitted and modified. The research steps in this study were as follows:

### **1. Conducting needs analysis**

First, the needs analysis was conducted to find out the students' needs by administering the first questionnaire to the students in both program of X Marketing 1 and 2. It was conducted on August 3, 2010. Some interviews with the students of Marketing Program and an English teacher were conducted to know the students' needs of English. The data and information collected then used as the basis for the next stage.

### **2. Writing the course grid**

After knowing the students' needs, the course grid was written. The things that include in the course grid were Standard of Competences, Basic Competences, Indicators, Topics, Language Functions, Key of Grammatical

Structures, Key of Vocabulary, Input Texts, Media, and Tasks. The course grid is as the basis to write the unit of the materials.

### **3. Designing the materials**

After writing the course grid, then the materials were designed. There were three basic competences, so she designed three units each of which has different topic. Unit 1 is *What does the Things Look Like?*. It presents the expression that will be learnt in this unit. Unit 2 is *How Much is It?*. It refers to the second basic competence i.e. mentioning time, days, months, and years. Unit 3 is *Could You...please?*. It presents the expression that will be learnt in Unit 3.

The writing of each draft of the unit went through several stages. First, the materials were written. After writing the materials, the researcher consulted the materials to the first and second supervisors. The feedback from the supervisors was then used to revise the materials. After that the materials were consulted to the English teachers of SMK N 1 Yogyakarta. In this case, the English teachers were as the experts who judged the materials. The second questionnaire was administered to the English teachers to gain information about the appropriateness of the materials. The suggestions and feedback from them were then used to obtain the final drafts of the three units before being implemented to the students.

### **4. Implementing the first draft**

The first draft was implemented in the program of X Marketing 2. It was implemented four times. The first draft of Unit 1 was implemented twice while Unit 2 and Unit 3 only once. The implementation of the first draft of Unit 1 was conducted on February 14 & 21, 2011. Meanwhile, the implementation of the first

draft of Unit 2 was conducted on February 22, 2011. Moreover, the implementation of the first draft of Unit 3 was conducted on March 1, 2011. During the implementation, the observation was conducted. At the end of the first draft implementation, the third questionnaire was administered to the students. It was aimed to gain information about the appropriateness and the effectiveness of the developed tasks. To support the data from the questionnaire, the interview was conducted. It was conducted in different times based on the students' feasibility.

### **5. Revising the first draft**

The data from the third questionnaire which was administered to the students were used to revise the first draft. The results of the interview and observation were also used to support the data from the third questionnaire.

### **6. Implementing the second draft**

The revising draft is the second draft. After revising the first draft, the second draft was implemented in the program of X Marketing 1. The implementation of the second draft of Unit 1 was conducted on May 10, 2011. Meanwhile, the implementation of the second draft of Unit 2 was conducted on May 19, 2011. The second draft of Unit 3 was not implemented because there was no enough time. During the teaching and learning process, the observation was also conducted. At the end of the second draft implementation, the third questionnaire was administered again to know the effectiveness of the materials. The interview was also conducted to collect feedback, opinions, and suggestions from the students.

## 7. Revising the second draft

The feedback and suggestions from the third questionnaire, interview, and observation were as the basis for the improvement of the second draft.

## 8. Writing the final draft

After revising the second draft, the researcher identified whether the students agreed with the developed tasks or not. Then the agreed unit design was as the product of this research study.

## G. Validity and Reliability

The tryout was conducted to assess the validity and reliability of the questionnaire. The third and fourth questionnaires were tested before they were administered to the students. The results of the tryout were analysed by the SPSS 17.0 program. The results of the third questionnaire show that all the items are valid. Meanwhile, the coefficient of Cronbach's Alpha is 0.924, which is very high. Moreover, results of the fourth questionnaire show that all items are valid. The coefficient of Cronbach's Alpha is 0.975, which is very high. Table 8 presents categories of reliability coefficients (Suharto, 2006: 84).

**Table 8: The Value of Reliability Coefficient**

<b>Reliability Coefficient</b>	<b>Info</b>
0.800 – 1.000	Very high
0.600 – 0.799	High
0.400 – 0.599	Sufficient
0.200 – 0.399	Low
0.000 – 0.199	Very low



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **A. Research Findings**

##### **1. The Results of the Needs Analysis**

###### **a. The description of the respondents**

In order to find out the students' needs of English, the researcher administered the first questionnaire. The respondents of the first questionnaire were the students of X Marketing 1 and 2, i.e. XPJ1 and XPJ2. The total respondents were 65 students. The Table 9 presents the data of the respondents.

**Table 9: The Description of the Respondents**

The students of XPJ1	Age			Sex	
	14	15	16	Male	Female
	6	20	5	2	29
The students of XPJ2	3	22	9	2	32

Table 9 shows that there are two groups of respondents i.e. the students of XPJ1 and XPJ2. Actually, the program of XPJ1 has 35 students. However, in the process of administering the first questionnaire, there were only 31 students as the respondents in XPJ1 because four students were absent. They consisted of 29 female students and two male students. They are also in different ages. Six students are 14 years old. 20 students are 15 years old and five students are 16 years old.

Meanwhile, the program of XPJ1 consisted of 34 students. They are 32 female students and two male students. They are also in different ages. There are three students in age of fourteen. 22 students are 15 years old and nine students are 16 years old.

**b. The description of the students' needs**

The first questionnaire was administered to the students of XPJ1 and XPJ2 on August 3, 2010 in order to find out the students' needs of English. The students were asked to respond to the questionnaire by choosing one or more of the options. Based on the students' opinion, they think that English is one of the difficult subjects. It can be seen from the questionnaire results that show 33 of 65 students think that learning English is difficult for them. Although they think that English is a difficult lesson, there are 48 of 65 students who like English. It can be seen from the second statement in the first questionnaire. The complete data are available in the Appendix C.

Based on the questionnaire results, it was found that the students' goals in learning English were to get a job easily, to pass the final examination, and to be able to interact with foreigners in the future work place. They wanted that after learning the materials they could be able to master the vocabulary related to the Marketing field. In addition, they also wanted to be able to understand and use the English words and expressions appropriately in order to support them to communicate both in oral and written forms. The complete data are available in the Appendix C.

On the other hand, they have problems in learning English. They have problems in pronunciation, listening, speaking and they also lack vocabulary. Their problems in learning speaking are that they cannot use the English structures correctly and they lack vocabulary. The complete data are attached in the Appendix C.

Related to the teaching technique, the students chose to use games, lecturing, and discussion in the teaching and learning activities. They expected that the teacher used the appropriate media and pictures to help them understand the materials. They also expected that the materials could make them able to interact with people. Besides, they expected that the teacher introduced the new vocabulary and sentence structures that were related to the text. The complete data can be found in the Appendix C.

Related to the setting, the students preferred discussion and working in groups or in pairs when doing the assignments in the class. Related to the teacher role, they wanted that the teacher walked around the class to manage and to check the students' works. Related to the input, the students wanted the monologue, dialogue text, and the appropriate pictures as the inputs. The data are available in the Appendix C.

In order to support the students in the future work place, the researcher had to find out the students' business partners in the future. Based on the questionnaire, they will often communicate with the customers from Indonesia and abroad, and they will also use English to communicate with their business partners in oral and written forms. The complete data are attached in the Appendix C.

In conclusion, the researcher has to design the materials based on the students' needs. The results of the needs analysis will help the researcher develop the suitable tasks for the students of the Marketing Program. The complete results of the first questionnaire can be seen in the Appendix C.

## 2. The Course Grid

The course grid was written based on the data obtained from the needs analysis. It was used as a guideline in developing tasks. Because of the limitation of time, there were only three designed units. Their names are UNIT 1 entitled *What Does the Dress Look Like?*, UNIT 2 entitled *How Much is It?*, and UNIT 3 entitled *Could You...please?*. In writing the course grid, the researcher referred to the theory by Hutchinson and Waters (1987), Tomlinson (1998), Harmer (2007), and Nunan (2004).

There are many things that have to be considered in writing the course grid. The first is the researcher has to refer to the English Curriculum that is used in SMK N 1 Yogyakarta i.e. School Based Curriculum. It is aimed to determine the standard of competences and basic competences that should be achieved by the students. There are three basic competences taken by the researcher. The first basic competence is describing things, people, and the characteristics of times, days, months, and years. The second basic competence is mentioning things, people, and the characteristics of times, days, months, and years. The last basic competence is producing speech acts for basic function.

The other things that have to be considered are indicators, topics, language functions, key grammar, key vocabulary, input text, media, and tasks. They were determined based on those standard competences for each designed unit. The following are the description for each unit.

The language functions in Unit 1 are the expressions of describing things. Meanwhile, the language functions in Unit 2 are the expressions of asking for

information. Then, the language functions for Unit 3 are the expressions of requesting. Each unit has different key grammar and vocabulary based on the topic unit.

The key grammar in Unit 1 is the Simple Present Tense. In this unit, the students will learn how to describe things using the Simple Present Tense and the appropriate expressions. Besides, the students will also learn the features that are commonly used to describe things. Therefore, the key vocabulary in Unit 1 relates to the shape, colour, measurement, etc. Moreover, the students learn Wh-questions in Unit 2. After learning those materials in Unit 1 and 2, the students will learn Modals in Unit 3. Then, they will learn how to produce more polite expressions.

Related to the input text, the researcher provides pictures, dialogues, and questions as the inputs. Both pictures and dialogues have to be suitable for the Marketing Program. In accordance with the title of the research study i.e. Developing Real World Speaking Tasks for Students of Marketing in Grade X at SMK N 1 Yogyakarta, the researcher also analysed the situations that may occur in the students' real world or in the students' future workplace. For example, they have to be able to describe things. This situation may occur later when they work as a shop assistant. Their customers may ask about the things that are sold in their shop.

Based on the situation, the students need to understand what they have to say in a certain situation. It means that the students need to understand the language functions that have to be used in the situation. Besides, they also need to

understand the correct grammar used in the expressions and they also have to be familiar with words that are commonly used in the possible situations.

The activities that the students will do in each unit are answering the questions based on the picture, answering the questions based on the dialogue, practicing the dialogue in front of the class, and making a dialogue. To support the teaching and learning process, the researcher will use the appropriate media, such as bringing the real things that will be described and showing the pictures. Each unit consists of twelve tasks. The complete course grid are available in the Appendix C.

### **3. The Developed Materials**

After writing the course grid, the researcher started to write the developed materials. There are three developed unit materials and there are four kinds of tasks in each unit, namely warming up, presentation, practice, and production.

In warming up, there are pictures and some questions related to the topic. The purpose of warming up sessions is to direct the students' attention to the topic and to prepare their mind to deal with it. There are some questions that will let the students use their existing knowledge.

In presentation, there are inputs for the students, such as language function, vocabulary, and grammar. The students learn all the inputs presented in each unit. The teacher also has to explain the materials to the students clearly until they understand.

In practice, there are some tasks that require the students to do more practice. These tasks are aimed to know the students understanding of the

materials. Sometimes, they are asked to answer the questions, complete the dialogue, and practice the dialogue in front of the class. The teacher will monitor and facilitate the students during doing the task. Before doing the task, the teacher will give them an example, so they can do the task easily.

In production, there are some pictures or situations that are suitable for the students of the Marketing Skill Program. The students are asked to make a dialogue based on the pictures and situations. If there is still much time, the students will be asked to practice the dialogue in front of the class. The production tasks are aimed to assess the students' understanding of the materials. The complete description of each unit are presented.

a. Description of Unit 1: *What Does the Dress Look Like?*

Unit 1 has twelve tasks. It talks about describing things, entitled *What Does the Dress Look Like?*. After studying this unit, the students are expected to be able to describe things to the other people. They are expected to be able to use the expressions of describing things to their customers later. The description of each task in Unit 1 is presented in Table 10.

Table 10: **Description of the Developed Materials in the First Draft: Unit 1**

Name of Tasks	Descriptions & Instructions	Functions
Task 1	<p><b>Description:</b> There is a picture. Then, the students are asked to look at the picture and read the questions above the picture.</p> <p><b>Instruction:</b> Do you know what picture it is? Where are the people? What are they doing? Can you mention one of the things sold there?</p>	<p>Warming Up: directing the students' attention to the topic and prepare their mind to deal with it.</p>

Name of Tasks	Descriptions & Instructions	Functions
Task 2	<p><b>Description:</b> There are a dialogue and some questions. The students are asked to answers the questions based on the dialogue.</p> <p><b>Instruction:</b> Read the dialogue below. Then, answer the questions that follow.</p>	Presentation: directing the students' attention to the topic and introducing the language function.
Task 3	<p><b>Description:</b> There are a dialogue and table. Then, the students are asked to find out the expressions of describing things from the dialogue and rewrite them in the table provided.</p> <p><b>Instruction:</b> Read the dialogue. Then, find out the expressions of describing thing and the response. After that, rewrite them in the table provided.</p>	Giving the students input for doing the next tasks.
Task 4	<p><b>Description:</b> There are examples of expressions of describing things and features that are commonly used to describe things.</p> <p><b>Instruction:</b> Study the expressions and the responses that are commonly used to describe things. Then, study the features that can help you describe things.</p>	Presenting the language function input.
Task 5	<p><b>Description:</b> There are a dialogue and picture of a shoe. The students are asked to complete the dialogue.</p> <p><b>Instruction:</b> Complete the following dialogue using appropriate expressions. Number 1 has been done for you.</p>	Assessing the students understanding of language functions.
Task 6	<p><b>Description:</b> There is a vocabulary task. The students are asked to find out the meaning of the words in the table.</p> <p><b>Instruction:</b> Find out the meaning of these words in your dictionary. The words will help you do the next tasks.</p>	Enriching the students' vocabulary and giving the students pronunciation input.
Task 7	<p><b>Description:</b> There is the formula of the Simple Present Tense. The teacher explains how to use the Simple Present Tense to the students.</p> <p><b>Instruction:</b> Study the explanation below.</p>	Giving the students input about the Simple Present Tense.



Name of Tasks	Descriptions & Instructions	Functions
Task 8	<p><b>Description:</b> There are dialogues and pictures. The students are asked to complete the dialogue. Then, practice it in front of the class.</p> <p><b>Instruction:</b> In pairs, complete the dialogues. The picture in each number will help you complete the dialogue. After that, practice one of the dialogues in front of the class with your partner.</p>	Assessing the students' understanding of language functions and grammar.
Task 9	<p><b>Description:</b> This task is a game task. The students play the game with the teacher.</p> <p><b>Instruction:</b> Play this game with your teacher.</p>	Relaxing the students.
Task 10	<p><b>Description:</b> This task provides some situations which are suitable for the Marketing Program. The, the students are asked to make a dialogue based on the situation.</p> <p><b>Instruction:</b> Choose one of the situations below. Then make a dialogue by yourself. After that, practice the dialogue in front of the class.</p>	Assessing the students' understanding of the materials.
Task 11	<p><b>Description:</b> There are some pictures related to the activities in the market.</p> <p><b>Instruction:</b> The following some pictures showing situations in the market or shop. In pairs, choose one of them, and then make a dialogue based on the picture. Don't forget to give some descriptions about the thing that she/ he would like to buy.</p>	Assessing the students' understanding of the materials.
Task 12	<p><b>Description:</b> There is a situation that is related to the activity in the market.</p> <p><b>Instruction:</b> In pairs, suppose that you are a shop assistant and your friend is a customer. Your customer wants to buy a Rubik for her children. Actually, she does not know Rubik. How do you describe Rubik to your customer? Please, make a dialogue to describe it.</p>	Assessing the students' understanding of the materials.

b. Description of Unit 2: *How Much is It?*

Unit 2 has twelve tasks. In this unit, the students learn how to ask and give information to the customers. In this unit the students also learn about the cardinal and ordinal numbers. They need to know how to use the cardinal and ordinal numbers, because they have to give information about the price to the customers. In this unit, the students also learn Wh-questions. It is important for them because the customers usually use Wh-questions to ask information. The description of each task in Unit 2 is presented in Table 11.

Table 11: **Description of the Developed Materials in First Draft: Unit 2**

Name of Tasks	Descriptions & Instructions	Functions
Task 1	<p><b>Description:</b> There is a picture. Then, the students are asked to look at the picture and read the questions above the pictures. The teacher will give the other questions to direct the students to come to the topic.</p> <p><b>Instruction:</b> What picture is it? Where are they? What are they doing?</p>	Warming Up: directing the students' attention to the topic and prepare their mind to deal with it.
Task 2	<p><b>Description:</b> There are a dialogue and some questions. The students are asked to answer the questions based on the dialogue.</p> <p><b>Instruction:</b> Read the dialogue below. Then, state the statements whether they are true or false. Number 1 has been done for you.</p>	Presentation: directing the students' attention to the topic and prepare their mind to deal with it.
Task 3	<p><b>Description:</b> There are examples of expressions of asking for information and cardinal and ordinal numbers. The teacher explains how to use the expressions and the numbers.</p> <p><b>Instruction:</b> Study the expressions and try to pronounce the cardinal and ordinal numbers correctly.</p>	Presenting the language function input and cardinal and ordinal numbers.

Name of Tasks	Descriptions & Instructions	Functions
Task 4	<p><b>Description:</b> This task provides new words for the students. They have to find out the meaning of each word.</p> <p><b>Instruction:</b> Match each word in box A with its meaning in box B.</p>	Enriching the students' vocabulary and giving the students pronunciation input.
Task 5	<p><b>Description:</b> There are an example of dialogue and a table. The students are asked to find out the expressions of asking for information from the dialogue and rewrite them in the table provided.</p> <p><b>Instruction:</b> In pairs, practice the dialogue. Then, find out the expressions of asking for information and the responses. After that, rewrite them in the table provided.</p>	Assessing the students understanding of language functions.
Task 6	<p><b>Description:</b> There is the formula of Wh-questions. The teacher explains how to use the Wh-questions.</p> <p><b>Instruction:</b> Study the formula of Wh-questions below.</p>	Giving the students input about Wh-questions.
Task 7	<p><b>Description:</b> This task is aimed to integrate the grammar task and language functions. There is an incomplete dialogue.</p> <p><b>Instruction:</b> In pairs, complete the dialogue by choosing the appropriate expressions in the box. Then, practice the dialogue.</p>	Assessing the students' understanding of language functions and grammar.
Task 8	<p><b>Description:</b> There is an incomplete dialogue.</p> <p><b>Instruction:</b> In pairs, complete the dialogue. Then, practice the dialogue in front of the class.</p>	Assessing the students' understanding of the language functions and grammar.
Task 9	<p><b>Description:</b> This task is a game task.</p> <p><b>Instruction:</b> Game corner. Play this game with your teacher.</p>	Relaxing the students.
Task 10	<p><b>Description:</b> There is a situation that may occur in the future. The students are asked to make a dialogue based on the situation.</p> <p><b>Instruction:</b> Imagine that you go to a supermarket. You should buy five things that you need. Have a conversation with the shop assistant to ask about those things.</p>	Assessing the students' understanding of the materials.
Task 11	<p><b>Description:</b> There are two boxes. Box A consists of the data that the customer has to find out. Then, Box B consists of the data that the shop assistant has to be explained.</p>	Assessing the students' understanding of the materials.

Name of Tasks	Descriptions & Instructions	Functions
Task 11	<b>Instruction:</b> In pairs, make a dialogue. One student will be a shop assistant and the other one will be a customer. The data in the boxes will help you.	
Task 12	<b>Description:</b> There is a picture. The students are asked to make a dialogue based on the picture. <b>Instruction:</b> Make a dialogue based on the picture below. You may ask the shop assistant for more information.	Assessing the students' understanding of the materials.

c. Description of Unit 3: *Could You...please?*

Unit 3 has twelve tasks. In this unit, the students learn about the expressions of request. They will learn how to request something politely. Therefore, they have to know how to use modals (can, may, will, could, would, must, etc). The description of each task in Unit 3 is presented in Table 12.

Table 12: **Description of the Developed Materials in First Draft: Unit 3**

Name of Tasks	Descriptions & Instructions	Functions
Task 1	<b>Description:</b> There is a picture. Then, the students are asked to look at the picture and read the questions above the pictures. The teacher will give the other questions to direct the students to come to the topic. <b>Instruction:</b> What picture is it? Where are the people? What does the man do? What does the girl do?	Warming Up: directing the students' attention to the topic and prepare their mind to deal with it.
Task 2	<b>Description:</b> There are a dialogue and some questions. Then, the students are asked to answer the questions. <b>Instruction:</b> Read the dialogue below and answer the questions that follow.	Presentation: directing the students' attention to the topic and prepare their mind to deal with it.

Name of Tasks	Descriptions & Instructions	Functions
Task 3	<p><b>Description:</b> There are a dialogue and table. The students are asked to find out the expressions of request and rewrite them in the table.</p> <p><b>Instruction:</b> Find out the expressions of request from the dialogue. Then, rewrite the expressions in the table provided. After that, practice the dialogue with your friends.</p>	Giving the students input for doing the next tasks.
Task 4	<p><b>Description:</b> There are examples of expressions of formal and informal request. The teacher explains how to use and pronounce those expressions.</p> <p><b>Instruction:</b> Study the expressions below.</p>	Presenting the input of language functions.
Task 5	<p><b>Description:</b> There are simple incomplete dialogues. The students are asked to complete the dialogue.</p> <p><b>Instruction:</b> In pairs, look at Task 4 once again. Complete the dialogues below. Then practice one of the dialogues.</p>	Assessing the students understanding of the language function.
Task 6	<p><b>Description:</b> This task presents how to use modals.</p> <p><b>Instruction:</b> Study the explanation below.</p>	Giving the students input about modals.
Task 7	<p><b>Description:</b> There are some sentences using modals. Then the students are asked to state whether the sentences are wrong or right.</p> <p><b>Instruction:</b> State these sentences whether they are wrong or right.</p>	Assessing the students' understanding of grammar.
Task 8	<p><b>Description:</b> There are some situations. Then, the students are asked to make simple dialogues based on the situations.</p> <p><b>Instruction:</b> In pairs, make simple dialogues based on the situations provided. Then, practice one of the dialogues in front of the class.</p>	Assessing the students' understanding of language functions and grammar.
Task 9	<p><b>Description:</b> This task is a game task. The students play the game with the teacher.</p> <p><b>Instruction:</b> Play this game with your teacher.</p>	Relaxing the students.
Task 10	<p><b>Description:</b> There is a picture. Then the students are asked to make a dialogue based on the picture.</p> <p><b>Instruction:</b> In pairs, make a dialogue based on the picture below. After that, practice the dialogue.</p>	Assessing the students' understanding of the materials.

Name of Tasks	Descriptions & Instructions	Functions
Task 11	<p><b>Description:</b> There is a situation that may occur in the future. The students are asked to make a dialogue based on the picture and practice it.</p> <p><b>Instruction:</b> In pairs, make a dialogue based on this situation. Then, practice the dialogue.</p>	Assessing the students' understanding of the materials.
Task 12	<p><b>Description:</b> There is a situational picture. The students are asked to make a dialogue based on the picture.</p> <p><b>Instruction:</b> Make a dialogue based on the picture below.</p>	Assessing the students' understanding of the materials.

#### 4. Reviewing the Materials

Before implementing the three unit materials, the researcher consulted the materials to the English teachers at SMK N 1 Yogyakarta. In this step, the second questionnaire was administered to gain suggestions and opinions from the English teachers. Then, the suggestions and opinions were used to evaluate the three developed materials. In order to support the questionnaire results, the interviews were also conducted. Table 13 presents the identity of the respondents of the second questionnaire.

Table 13: The Description of the Reviewer

Name	Sex		Educational background			Teaching experience
	F	M	D3	S1	S2	
1. Widayati Danuri, BA	√		√			30 years
2. Drs. Nursyirwan, M. Hum		√			√	15 years
3. Yuli Nuswantary, S. Pd	√			√		7 years

F: Female

M: Male

As explained in the previous chapter, the second questionnaire was analysed qualitatively. After reading and analysing the results of the second

questionnaire, the researcher can draw conclusions from the results. Based on the teachers' opinions Unit 1 was appropriate for the students of Marketing. It was developed based on the curriculum in that school. However, there were some components that had to be revised in this unit. Based on the suggestions from the teachers, the input in Unit 1 had to be revised. Such as some dialogues were still too long for the students. Therefore, the dialogues had to be shorter. Then, some of the instructions still needed to be revised. The instructions should be simpler and more understandable. The researcher also made some grammatical errors in Unit 1.

In order to support the data from the second questionnaire, an interview was conducted. The interview was conducted on February 8, 2011 at 12.00 o'clock in front of the teacher's room. The interview also had the similar results to the second questionnaire. According to the teacher, Unit 1 as a whole had a beautiful design but the contents of Unit 1 still needed to be revised.

Researcher : *Menurut pendapat Ibu mengenai materi yang sudah saya kembangkan bagaimana Bu? Ya secara general saja.* (What do you think about my developed materials, Miss?)

Teacher : *Ya... secara general ini e... penampilannya bagus. Hehehe (tertawa)* (In general, it has a beautiful design/layout) hehehehe (laughing)

Researcher : *Hehehe....dan bagaimana dengan kontennya Bu?* (How about the content Miss?)

Teacher : *Penampilan bagus tapi untuk kontennya ini ya e... apa ya, jadi malah kurang simpel, untuk dipahami ke siswa jadi malah kurang simpel...* (The layout is beautiful but the contents are not simple).

(Appendix F/ Interview Transcript/ English Teacher/ Unit 1)

The teacher also said that the instructions had to be revised. To make the students understand what they have to do in each task, the instructions have to be clear. It can be seen from the extract of interview transcript.

Researcher : *Jadi untuk instruksinya maksudnya Bu? (What about the instruction, Miss?)*

Teacher : *...Jadi memang untuk membuat instruksi untuk kelas X itu harus sedetail- detailnya dan sejelas- jelasnya bahkan kalau mungkin diberi contoh. Misalkan disuruh apa, itu ada contohnya, sehingga mereka langsung paham...( Instructions for Grade X have to be detail and clearer. If possible, it is better to give the students example. So, they can understand.*

(Appendix F/ Interview Transcript/ English Teacher / Unit 1)

Related to the activity, the teacher said that some of the activities in Unit1 are similar to the reading activity. She advised the researcher to revise the activity, because the students needed more practice since these tasks focus on speaking skill.

In different time, the researcher administered the second questionnaire to the English teachers to evaluate Unit 2. Based on the results of the second questionnaire, it can be concluded that Unit 2 has been developed based on the curriculum at that school. The materials were also appropriate for the students of Marketing Program. However, the materials still needed to be revised. The first revision was about the instructions. The instructions were not clear, so the researcher had to make them clear. Then, the settings in this unit were not clear. It means that there are no clear instructions to differentiate tasks that have to do either in a whole class, group, pair, or individual. Therefore, the researcher had to give the clear instruction for each task in order to make clear the setting in each task. One of the teachers also suggested in the questionnaire that the title was not



usually used in a daily life. Therefore, the researcher had to change the title from *The Price is Rp. 2,500,000.00* into *How Much is It?*

To gain more information about Unit 2, the researcher also conducted interview with one of the English teachers at SMK N 1 Yogyakarta. The interview was conducted on February 14, 2011 at 09.55 a.m. The results of the interview were also similar to the results of the second questionnaire. The first thing that had to be revised was the title of the unit. The teacher said that the title was not natural, because it was not commonly used by the speaker in the daily life.

Researcher : *Maaf mengganggu ya Pak. Ini saya mau minta bantuan Bapak untuk merevisi materi yang sudah saya kembangkan. Menurut Bapak bagaimana ya?* (Excuse me Sir. I'd like to ask you to revise my developed materials. What do you think about my developed materials, Sir?)

Teacher : *Untuk Unit 2 ini yang pertama judul, ini menggunakan judul "The Price Is Rp. 2,500,000.00. Nah, saya belum pernah mendengar native speaker ngomong seperti ini. Jadi menurut saya kalimat ini ada tapi tidak natural..."* (For Unit 2, the first is title. It uses "The Price Is Rp. 2,500,000.00" I have never heard, the native speaker says like that. So, in my opinion this expression is not natural.)

(Appendix F/ Interview Transcript/ English Teacher / Unit 2)

The other things that had to be revised were instructions. The instructions were not simple. They had to be simplified.

Teacher : *...Kemudian ini instruksi buku yang baik atau materi yang baik itu memberikan materi yang cukup jelas, ini dibuat sesingkat mungkin dan sejasal mungkin. Read the dialogue below. Then, practice with your friends. After that, answer the questions that follow. Emm... ini terlalu panjang...* (Then, a good instruction has to be able to give clear meaning. It has to be made as simple as possible).

(Appendix F/ Interview Transcript/ English Teacher / Unit 2)

Then, the teacher also asked the researcher to make a teaching manual for the teacher, in order to help the teacher in the teaching and learning process.

Teacher : ...*Nah, supaya gurunya bisa meramu, kita beri teaching manual atau bukunya di disain dibuat lebih besar lagi di sini (menunjuk tepi halaman) dikasih tulisan, guru disuruh ngapain, biar gurunya tahu maunya Anda itu apa. Supaya pelajarannya sukses disini ditulis supaya gurunya tahu...* (It is important to make the manual for the teacher. It can help the teacher understanding of the materials so the teaching and learning process will be successful.

(Appendix F/ Interview Transcript/ English Teacher / Unit 2)

The researcher also needed to revise the grammar task because the task was discrete. The teacher suggested that the grammar task should be integrated in the dialogue.

Teacher : *Kalau yang seperti ini memang pantas untuk latihan, ini bagus (menunjuk Task tentang grammar), tapi akan lebih bagus lagi kalau ini satu kesatuan. Sekarang kalau ini satu kesatuan tidak?* (This task is suitable to assess the students' grammar skill. However, it will be better if the task is integrated. How about this task? Is it integrated?)

Researcher : *Tidak Pak.* (No, Sir)

Teacher : *Iya... kalau begini namanya discrete. Tidak mudah memang membuat materi yang kontekstual.* (Yes, it is discrete. It is not easy to make contextual materials.)

(Appendix F/ Interview Transcript/ English Teacher / Unit 2)

In conclusion, some parts or components in Unit 2 still needed to be revised. The researcher applied the suggestions from those teachers to revise the materials. After that, the materials were ready to be implemented.

In order to evaluate Unit 3, the researcher also administered the second questionnaire to the English teachers. Based on the results of the second

questionnaire, it was concluded that Unit 3 had been developed based on the curriculum at that school. The topic in this unit was also appropriate for the students of Marketing. It was found that Unit 3 as a whole had been developed well. However, some instructions in this unit still needed to be revised. Based on the questionnaire, some of the instructions were not clear. Therefore, the researcher had to make them clear. The other components such as input and activity did not need to be revised.

## **5. The Implementations, Evaluations, and Revisions of the First Draft**

### **a. The Implementations, Evaluations, and Revisions of the First Draft of Unit 1**

#### **1) The Description of the First Draft Implementation of Unit 1**

Unit 1, entitled *What Does the Dress Look Like?*, talks about the expressions of describing things. It has twelve tasks. The description of the first draft of Unit 1 can be learnt in Table 12. Meanwhile, the materials are available in the Appendix D. Unit 1 was implemented twice. The first meeting was on February 14, 2011 and the second one was on February 21, 2011. The lesson was started at 07.15 until 08.45. In these meetings, the researcher was as a teacher. She taught the students by herself.

During the first meeting, the researcher taught seven tasks i.e. Task 1 up to Task 8. The teacher started from the Warming up Task. The activities in the classroom are presented as follows.

In Task 1, the students were asked to look at the picture. Then, the teacher gave them some questions related to the picture. It was aimed to direct the students' attention to the topic and prepare their mind to deal with it.

Task 2 and Task 3 are aimed to introduce the students to the expressions of describing thing. In Task 2, the students were asked to read the dialogue then tried to answer the questions related to the dialogue. After that, the teacher discussed the answers with the students. In Task 3, the students were asked to read the dialogue and find out the expressions of describing things from the dialogue. Then, the teacher also discussed the answers together.

In Task 4, there are some expressions of describing things and some features that are commonly used to describe things. In this task, the students were asked to pronounce the expressions of describing things and study the features. The teacher helped them by giving explanation of the expressions and the features.

In Task 5, the students were asked to work in pairs. They had to complete and practice the dialogue in front of the class. This task is aimed to assess the students' understanding of the language functions that have been learnt in Task 4.

In Task 6, the students were asked to find out the meaning of the words in the table. In this task they had to work individually. They could open the dictionary to get the answers. This task could help the students do Task 8.

In Task 7, the teacher explained the Simple Present Tense. The students listened to the teacher. Then, to assess their understanding, the teacher asked them to do Task 8. In Task 8, the students were asked to work in pairs. They had to complete the dialogues and practice one of the dialogues. However, the time was up. Therefore, the teacher asked them to continue their work at home and practice

the dialogue in the next meeting. Besides, the teacher also gave them homework on page 11 (Task 11).

Moreover, the second meeting was conducted on February 21, 2011. The lesson started at 07.15 until 08.45. The teacher asked the students to practice the dialogue in Task 8. In this task the students were allowed to bring their book when practicing the dialogue. Some pairs of students came to the class to practice the dialogue. After that, the teacher moved to the next task (Task 11). She asked about the homework and saw the homework one by one. Then, the students were asked to practice their dialogue in front of the class with their partners.

In Task 9, the students played a game. The teacher led the game. The students looked happy joining this game. Then, in Task 10, the students were asked to choose one of the situations provided and make the dialogue based on the situation. They were also asked to practice the dialogue with their partners.

The last task is Task 12. In this task the students were asked to make a dialogue. They should not practice the dialogue in this task because the time was up. Therefore, the teacher asked them to submit the work.

## **2) The Evaluation of the First Draft of Unit 1**

At the end of the second meeting of the implementation of Unit 1, the third questionnaire was administered to the students of XPJ2 in order to gain the students' opinions about the developed materials. The third questionnaire was analysed quantitatively. The results of the third questionnaire were used to evaluate the materials. Besides, some interviews and observation were conducted to support the data from the third questionnaire. Table 16 presents the descriptive statistics of the students' responses to Unit 1 as a whole in the first draft

implementation of Unit 1. Meanwhile, the computation of the third questionnaire results is available in Appendix G.

**Table 14: The Descriptive Statistics of Students' Responses to the First Draft of Unit 1 as a whole**

No	Statement	N	Mean	SD	Info
<b>Goal</b>					
1.	The materials are able to help the students improve their English ability which will be used in the future work place.	28	4.21	.499	Agree
2.	The materials give information about marketing.	28	4.11	.629	Agree
3.	The materials are able to improve students' vocabulary.	28	4.11	.416	Agree
4.	The materials are able to improve students' grammar.	28	3.82	.612	Agree
5.	The materials are able to improve students' pronunciation.	28	3.79	.630	Agree
6.	The materials are able to improve the students' ability in certain expression (in this unit is describing things).	28	4.14	.651	Agree
<b>Materials appropriateness</b>					
7.	The materials are suitable for the students of Marketing Program.	28	3.71	.713	Agree
<b>Input</b>					
8.	The dialogues in this unit are suitable for the students of Marketing Program.	28	3.86	.591	Agree
9.	Materials input in this unit are various.	28	3.82	.670	Agree
10.	The dialogues in this unit are able to help the students in communicating using English in the future work place.	28	4.11	.416	Agree
<b>Organisation of Tasks</b>					
11.	Tasks in this unit are arranged well, from the guided tasks to the free guided tasks.	28	3.82	.670	Agree
12.	Tasks in this unit are arranged well, from the easiest to the most difficult.	28	3.82	.723	Agree
13.	Tasks in this unit are arranged from comprehension skill to the ability that are required the students to communicate well.	28	3.82	.548	Agree
<b>Activity</b>					
14.	The activities require the students to be active students.	28	3.89	.567	Agree
15.	The activities are various.	28	3.54	.881	Neutral

No	Statement	N	Mean	SD	Info
<b>Teacher's roles</b>					
16.	The teacher is as a facilitator.	28	3.89	.497	Agree
<b>Students' roles</b>					
17.	The students are able to finish the tasks by themselves.	28	3.43	.573	Neutral
18.	The students become active during the teaching and learning process.	28	3.57	.504	Neutral
<b>Setting</b>					
19.	The tasks require the students to work in pairs, group, and individual.	28	4.14	.448	Agree
20.	The individual tasks are able to improve the students' ability to study independently.	28	3.79	.738	Agree
21.	The pair works and the whole class activity are able to improve the students' ability to communicate.	28	4.14	.525	Agree
<b>Vocabulary</b>					
22.	The vocabulary task is able to help the students understand the text.	28	4.29	.460	Agree
23.	The vocabulary involved in this unit is simple.	28	3.82	.670	Agree
<b>Instruction</b>					
24.	The instruction in each task is clear and understandable.	28	3.50	.745	Neutral
<b>Layout</b>					
25.	The appearance of this unit is eye-catching.	28	3.68	.772	Agree

The table above shows that most of the mean values in range of  $3.7 < \bar{x} \leq 4.5$  expect statements 15, 17, 18, and 24. The mean values are 3.54, 3.43, 3.57, and 3.50 respectively. They are categorised into 'neutral' because the mean values are in range of  $2.8 < \bar{x} \leq 3.6$ . It means that the researcher needs to compare the results of the questionnaire with the results of the interviews and observation. It is aimed to determine whether the researcher has to revise the component or not. Moreover, the other statements are categorised into 'agree'. It means that the students agreed with the developed materials (Unit 1). In conclusion, the materials are well-developed.

Besides gaining information through the questionnaire, the data also were gained from the interviews and observation. There were three students of XPJ2 as the interviewees. They were interviewed one by one to find out the students opinions about the material as a whole and each task. The complete interview transcripts can be seen in the Appendix F. In general, the students stated that the materials in Unit 1 were appropriate for the marketing program. It can be seen from the extract of the interview transcript.

R : *Nah sekarang saya mau tanya-tanya tentang materi yang kemarin... Kalau menurut dik Dinda materi yang kemarin gimana dik? Udah sesuai belum sama jurusan penjualan?*  
(Now, I want to ask about the last materials that were implemented. In your opinion, how about the materials? Are they appropriate for the Marketing Program?)

D : *Udah kok mbak, materinya tuh udah bagus, udah sesuai.*  
(Yes, they are. The materials are good and appropriate for the Marketing Program).

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

Meanwhile, the following are the descriptions of each component of Unit 1 gained from the third questionnaire, interviews, and field notes.

### 1. Goal

Most of the goals in Unit 1 can be reached by the students. It can be seen from statements one to six. The mean value for the first statement is 4.21, 4.14 for the second statement, 4.11 for the third and sixth statement, 3.89 for the fourth statement, and 3.79 for the fifth statement. They are categorised into 'agree' because the mean values were in the class interval of  $3.7 < \bar{x} \leq 4.5$ . The further data is supported by extracts of the interview transcript and field notes.

R : *Kalau menurut dik Dinda materi Unit 1 ini bisa membantu dik Dinda dan teman-teman untuk mencapai tujuan yang diinginkan nggak? Emmm...misalnya menurut dik Dinda*



*materi ini bisa membantu dik Dinda untuk meningkatkan kemampuan berbicara dalam bahasa Inggris atau yang lain mungkin. (In your opinion, can this unit help you achieve your goals? Ummm....For example, this unit can help you improve your speaking ability and the other skills?)*

D : *Iya bisa mbak, soalnya kemarin kita kan banyak diberi contoh-contoh dialog, sama membuat dialog terus mempraktikan, jadi kalau menurut saya ya membantu mbak. (Yes, it can. It is because we were given many dialogues as examples, and we were also asked to make and to practice the dialogues. I think it can help us.)*

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

Then, I ask them whether this task is successful to direct them to the main activity or not. The students agree that this task is successful to direct them. It is proved by the students who can guess what we will learn today. They know that today they will learn how to describe things.

(Appendix E / Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

Before I end the lesson, I ask them whether they face problem or not during do the whole unit. The students answer that they have understood. To check the students understanding, I ask the students to describe the bracelet that I am wearing. They can describe my bracelet well. Then, I draw a conclusion about the materials. I ask the students what expressions are needed to describe things. They mention the expressions loudly.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

## 2. Input

The input texts in Unit 1 are understandable and suitable for the students of the Marketing Program. The input statements are represented from statement eight to ten. The results of the mean values are 3.86 for the eighth statement, 3.89 for the ninth statement, and 4.11 for the tenth statement. It means that the students agree with all the input statements. The interview and observation also show the same results. Here are the extracts of the interview transcripts and field note.

R : *...kenapa gitu, dik Dinda bisa bilang kalau materinya ini*

*udah sesuai sama jurusan penjualan? Apa yang membuat sesuai? (Why do you think these materials are appropriate for the Marketing Program? What is your reason?)*

D : *Oh... Ya karena isinya itu udah sesuai mbak. Emm...ini kan disuruh mendiskripsikan benda, nanti kalau kita udah kerja atau PI gitu kan kita juga bisa aja ada turis yang beli terus tanya-tanya tentang barang-barang yang ada disitu, jadi kan aku udah bisa mbak besok. (Umm...because the contents are appropriate for the Marketing Program. In this unit, we are asked to describe things, so in the future if we work in a shop, we have an ability to describe things. There may be a foreigner asking about somethings in my shop, so I can explain clearly.)*

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

R : *Kenapa bisa bilang udah sesuai dik? (Why do you say that this Unit is appropriate for the Marketing Program?)*

P : *...situasinya juga pas Miss. Semua situasinya kan memungkinkan akan ditemui pas waktu kerja, jadi kita udah punya bekal buat besok Miss. (...the situations are also appropriate. All the situations may be found in the future work place, so we have enough knowledge for the future.)*

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

Before I close the lesson, I ask them whether they face problem during do the whole unit or not. The students answer that they have understood.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

### 3. Activity

The activity statements are represented in the fourteenth and fifteenth statement. The mean value for fourteenth statement is 3.89. It is categorised into 'agree'. It means that the activity in this task made the students active. Meanwhile, the mean value for fifteenth statement is 3.54. It is categorised into 'neutral'. It means that the researcher needs to consider the results of the interviews and observation. Based on the interview, the students stated that the

activity was interesting. It can be seen from the extracts of the interview transcripts.

R : *Kalau tentang kegiatan yang ada di Unit 1 ini gimana dik? Menyenangkan atau malah sebaliknya membosankan?* (How about the activities in this Unit? Is it interesting or not?)

D : *Cukup menyenangkan kalau menurut saya, soalnya kita nggak cuma belajar tapi ada permainnannya juga, terus kadang juga kita disuruh maju juga. Menyenangkan lah mbak.* (In my opinion, it is interesting enough because we do not only study but also play a game, and sometimes we are asked to come forward to the class. It is interesting Miss.)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

R : *Emm gitu....Terus kalau menurut dik Puji, kegiatan yang ada di Unit 1 ini udah bervariasi belum? Apa membosankan?* (Uhhh...In your opinion, how about the activities in Unit 1? Are they various or not? Are they boring or not?)

P : *Bervariasi kok Miss....Emmm....kan ada game'nya, Emmm.... Pernah juga kan disuruh maju memparkatekan dialog sambil berpura-pura seperti shop assistant dan customer.* (They are various Miss....uhmm....because there is a game...uhmmm....and we often come in front of the class to practice the dialogue as a customer and shop assistant.)

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

The results of the observation also showed the same result as the interview results. The students had no problem during doing the tasks in Unit 1. They looked happy when playing the game with the teacher. In conclusion, the activities in this unit can promote the English teaching and learning process. Here are the extract of the field note.

The students have understood and have no problem in doing this task. The students look happy and interested to play the game. The students enjoy the game and ask me to play again.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

#### 4. Students' role

There are two statements related to the students' role. They are the seventeenth and eighteenth statements. The mean value for the seventeenth statement is 3.43 and 3.57 for the eighteenth statement. They are categorised into 'neutral'. It means that the researcher has to consider the results of the interviews and observation. From the interviews, the students had no problem during joining the teaching and learning process. It can be seen from the extracts of the interviews.

R : ...*Ada kesulitan nggak dik waktu ngerjain latihan yang ada di Unit 1?* (Is there any problem when doing all tasks in Unit 1?)

D : *Sedikit sih mbak, soalnya saya itu belum banyak menguasai kosakatanya.* (Just a little bit, Miss... because I have already mastered the vocabulary yet.)

R : *Ehmmm.... Berarti untuk sebagian besar tasknya bisa dikerjain kan dik?* (Uhhmm....You can do almost the task. Can't you?)

D : *Iya mbak bisa kok.* (Yes, I can.)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

R : *Ada kesulitan nggak dik kemarin waktu ngerjain task yang ada di Unit 1?* (Is there any difficulty when doing the tasks in Unit 1?)

L : *Nggak begitu mbak, kan disini udah ada contoh-contohnya jadi kemarin ya tinggal ngukuti contohnya aja.* (No Miss...This unit has provided some examples, so I just followed the examples.)

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

R : *Kemarin ada masalah nggak dik waktu ngerjain latihan-latihannya?* (Did you find any difficulty when doing the tasks, last time?)

P : *Alhamdulillah nggak Miss, paling cuma bingung vocab'nya tapi kan bisa lihat kamus atau nggak tanya sama Miss. Hehehehe* (Alhamdulillah...No Miss, I was just confused about the vocabulary, but It's not a big problem because I could open the

dictionary or asked you. Hehehehehe)  
 (Appendix F/ Interview Transcript/ Third Student/ First Draft  
 Implementation/ Unit 1)

Moreover, based on the observation during the teaching and learning process the students were active to participate in the class. They were willing to be volunteers to practice in front of the class. It can be seen from the extract of the field note.

...After that, I invite them to come in front of the class. A student raises her hand. Two pairs of students want to be volunteers and come to the class to practice their own dialogue. They practice the dialogue like a true customer and shop assistant.  
 (Appendix E/ Field Note/ First & Second Meeting/ First Draft  
 Implementation/ Unit 1)

After considering the results of the interviews and observation, it can be concluded that the students were active in the classroom. Although the results of the questionnaires were categorised into 'neutral', the results of the interviews and observations showed that the students were active in the class room.

## 5. Teacher's role

The teacher's role is represented by the sixteenth statement. The students agreed that the teacher could facilitate the students during the teaching and learning process. The mean value for this statement is 3.89. It is categorised into 'agree' because it was in a range of  $3.7 < \bar{x} \leq 4.5$ . In order to support the data from the third questionnaire, the interviews and observation were conducted. According to the interviewees, the teacher had given the students clear explanation. It can be seen from the interview transcripts.

R : ...*Oh...ya dik, ada masukan nggak buat saya, misalnya kemarin saya menjelaskannya kurang jelas atau yang lain*

*lah. (...Is there any suggestion to me, for example I did not give you a clear explanation or etc.)*

*D : Nggak kok mbak, aku seneng sama cara ngajarnya, mbaknya baik, lucu, terus nggak galak. Tapi mbaknya kalau bisa lebih tegas lagi mbak. Hehehehe* (No Miss....I like your teaching method. You are kind and funny.)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

*R : Ehmm...terus kemarin saya sebagai guru udah jelas belum dik waktu ngasih penjelasan? (Uhhmm.... Have I given you a clear explanation?)*

*L : Udah kok...mbaknya kalau apa...njelasin itu bikin aku mudeng. Jelas pokonya. (Yes, you have. Your explanation makes me understand. It was clear Miss.)*

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

*R : Kalau untuk penjelasan yang saya berikan udah jelas dik? (Was my explanation clear?)*

*P : Udah kok Miss. (Yes, it was.)*

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

The students work in pairs and I walk around the class to check the students work. A pair of students calls me and asks about their work. Then, I come close to them and check their work.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

In conclusion, the teacher can facilitate the students during the teaching and learning process and give them clear explanation.

## 6. Setting

In Unit 1, the students were asked to work individual, pairs, and whole class. Based on the questionnaire results, the students did not have any problem related to the setting. There are three statements which represent the setting. They are the nineteenth, twentieth, and twenty first. The mean values for those statements are 4.14, 3.79, and 4.14 respectively. They are categorised into ‘agree’

because they are in range of  $3.7 < \bar{x} \leq 4.5$ . The results of the interviews and observations can support the data from the questionnaire.

R : *Kemarin kan kebanyakan kegiatannya dikerjakan secara berpasangan, ada masalah nggak dik?* (Did you find any difficulty when working in pairs?)

L : *Nggak... malah seneng mbak bisa mikir berdua dari pada sendiri.* (No, I did not. I was happy to work in pairs because we could share with my partner.)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

I start the lesson by showing a picture and asking some questions to the whole class...I ask the students to read the dialogue first and then answer the questions that follow. I ask the students to do the task by themselves...I ask them to work in pairs. They have to complete the dialogue and practice the dialogue in front of the class.  
(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

In conclusion, settings in Unit 1 were designed based on the students want and appropriateness to the task. The complete interview transcripts and field notes can be seen in the Appendix F and E.

After analysing Unit 1 as general, the researcher comes to analyse each task component in each task of Unit 1. It is because the researcher applied the Nunan's theory. According to Nunan (2004: 41) there are six components that should be noticed in designing a task. They are goal, input, activity, students' roles, teacher's roles, and setting. In order to know the effectiveness of each task in Unit 1, the interviews and observation were conducted. Then, the results of the interviews and observation were used to revise each task component. There are twelve tasks in Unit 1 and their components are analysed one by one.

## 1. Task 1

### a. Goal

Based on the interview, the goals in Task 1 can be achieved by the students. They stated that they had understood what they would learn after studying Task 1. It can be found in the extracts of interview transcripts and field note.

R : *Nah...kalau dari Task 1 ini udah tahu belum kita mau belajar apa di Unit 1 ini?* (From Task 1, can you guess what we will learn in Unit 1?)

D : *Udah mbak, disuruh mendiskripsikan benda. Kan dari awal juga mbaknya udah nanya-nanya tentang warna, harga gitu.* (Yes, I can. We are asked to describe things. From the beginning, you have asked about the colour, and price.)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

R : *Terus setelah membahas Task 1 kemarin, dik Puji bisa langsung tahu nggak, pada hari itu kita mau belajar tentang apa?* (After discussing Task 1, could you guess what we would learn on that day?)

P : *Iya Miss kan sama Miss Tuti kita ditanya-tanya tentang benda yang kita lihat. Jadi ya dari situ bisa tahu.* (Yes, I can, because you have asked about the things which we looked from the picture. So, We can guess.)

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

...After answering the questions, I ask to the students whether they know what have to be mentioned to describe things or not. The students can answer my questions based on their understanding in comprehending the previous task.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

### b. Input

The input in Task 1 is a picture. There are people in the Department Store buying something. Related to the input in this task, the researcher tried to find out the effectiveness of the picture in helping the students come into the main activity.



The students said that the picture is clear and coloured, although one of the interviewees said that the picture is still need to be brightened.

R : *Terus kalau gambarnya ini udah jelas belum dik?* (How about the picture? Is it clear?)

D : *Udah mbak, berwarna bagus mbak.* (Yes, it is. It is good and colored.)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

R : *Yup... Gambarnya udah jelas belum dik?* (Is the picture clear?)

L : *Udah mbak jelas banget, berwarna lagi. Seneng kalau berwarna. Hehehehe* (Yes, it is. It is colored and I like it. Hehehehe)

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

R : *...Kalau tentang gambarnya gimana? Dah jelas belum?* (How about the picture? Is it clear?)

P : *Udah Miss. Tapi misalnya kalau bisa lebih terang ya nggak apa-apa Miss. Diterangi lagi, ini soalnya bagian sini agak gelap.* (Yes, it is. But, it will be better if you make the picture brighten than now, because in this part is not too clear).

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

...First, I ask about the clarity of the picture whether the students can recognize the picture well or not. They say that the picture is good and clear enough.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

### c. Activity

Based on the interview and field note, the students attended this task well.

They were enthusiastic in answering the questions. In conclusion, the activity gave the students chance to be active students. It can be found from the extracts of the interview transcript and field note.

R : *...Kegiatan di Task 1 gimana? Menyenangkan nggak?* (How about the activity in this task? Is it interesting?)

P : *Ya lumayan lah Miss. Tanya-jawab gitu aku suka.* (Yes, it is interesting enough. I like it.)

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

After that, I ask the questions based on the picture to the whole class. The students have various answers to each question. The class becomes crowded because there are different answers. After answering the questions, I ask to the students whether they know what they have to mention when describing things or not. The students can answer my questions based on their understanding of comprehending the previous task.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

#### d. Students' role

The students were active when doing Task 1. They did not keep silent when they were asked by the teacher and they answered all the questions. There were various answers from the students, when the teacher asked questions related to the picture. It can be seen from the extracts of the interview transcripts and field note.

R : *Terus bisa jawabnya?* (Could you answer the question?)

L : *Bisa, ini gambar orang-orang di toko sepatu, pada mau beli sepatu.* (Yes, I could. This picture is about people in the shoes shop who will buy shoes).

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

R : *Kalau peran siswanya gimana? Kalau menurut dik Puji temen-temen dik Puji udah pada aktif belum?* (How about the students' role? Do you think your friends active in the class?)

P : *Ya lumayan lah Miss. Mereka kalau sama Miss nggak malu-malu, tapi Miss harus lebih tegas lagi biar mereka juga mau dengerin Miss.* (I think so. They are not shy with you Miss, but I think you must be assertive).

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

The students have various answers to each question. The class becomes crowded because there are different answers. The students

can answer my questions based on their understanding in comprehending the previous task. They look enthusiastic when they answer my questions.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

e. Teacher's role

In this task, the teacher asked some questions related to the picture so that the students know what they would learn in Unit 1. Based on the interview and field note, the teacher can direct the students to the main activity. The students said that the teacher helped and facilitated them during the teaching and learning process. Here are the extracts of the interview transcript and field note.

R : *Emm...Maksudnya saya sudah menjalankan tugas saya sebagai guru dengan baik belum waktu membahas Task 1?*  
(Emm....Do you think that I have accomplished my role as a good teacher when discussing Task 1?)

P : *Oh...udah, sama Miss nya kan udah ditanya-tanya hal-hal yang berhubungan dengan gambarnya ini, jadi bikin kita mudeng.* (Oh...Yes, you do. You have given us some questions related to the picture so that we can understand).

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

First, I ask about the clarity of the picture whether the students can recognize the picture well or not. The students have various answers to each question. The class becomes crowded because there are different answers. I try to make them quiet. The class is under control, after I explain that their answers are all correct.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

f. Setting

This task was done in the whole class. The teacher showed a picture and asked some questions based on the picture to the whole class. Then, the students answered the questions orally. The interview results of the interview show that the students agree if this task was tended to the whole class. From the field note, it

can be seen that the students were active when attending the teaching and learning process.

R : *Berarti tidak ada masalah ya dik kalau task ini ditujukan untuk whole class?* (It means that there was no problem if I asked you work in the whole class. Isn't it?)

D : *Iya mbak....* (Yes, Miss)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

After that, I ask the questions based on the picture to the whole class.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

After analysing each task component of Task 1, the results can be summarised in Table 15.

Table 15: **The Summary of Each Task Component: Task 1**

Component	Analysis	Revision
<b>Goal:</b> Directing the students' attention to the topic and prepare their mind to deal with it.	Effective	-
<b>Input :</b> Pictures	Effective	-
<b>Activity:</b> Answering the questions based on the pictures.	Effective	-
<b>Students' roles:</b> participants	Effective	-
<b>Teacher's role:</b> A guide and controller	Effective	-
<b>Setting :</b> Whole class	Effective	-

## 2. Task 2

### a. Goal

The students were introduced to the expressions of describing things. They were expected to be able to identify the important things that should be mentioned in describing things. Besides, the students were also expected to understand the content of the dialogue. Based on the interviews, it can be concluded that the goals in this task could be achieved by the students. Moreover, the field note

shows the same result as the interviews. The students could identify the expressions of describing things. In conclusion, the goals in this task are effective.

It can be found from the extracts of the interview transcripts and field note.

R : *Setelah jawab pertanyaan ini, dik Lail ada gambaran nggak tentang contoh-contoh ekspresi yang bisa dipakai buat mendiskripsikan benda?* (After answering these questions, did you have any idea about the example of expressions of describing things?)

L : *Iya mbak, kan ada pertanyaan yang nanyain tingginya seberapa, lebarnya berapa, ini kapan jam ini dibuat, ya kaya gitu lah mbak. Jadi dikit-dikit ya tahu lah.* (Yes, I did. There were questions related to height, width, when the clock was made, etc. So, I know.)

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

R : *...setelah baca dan menjawab pertanyaannya, apa yang dik Puji dapatkan?* (What do you get after reading and answering the questions?)

P : *...saya jadi tau gimana caranya mendiskripsikan barang, kan disini ada disebutin ciri-ciri jamnya. Ya jadi lebih ngerti lah.* (...Now, I know how to describe things, because in this task mentioned the characteristics of the clock).

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

Then, I ask to the students what we have to be mentioned to describe things. The students mention colour, price, length, width, origin, etc as the important things to be mentioned in describing things.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

#### b. Input

The input in Task 2 is a dialogue. The dialogue is about describing an ancient clock. According to the data from the interviews, the input text is effective. The dialogue was not too long, and the situation in this dialogue was appropriate for the Marketing Program. It can be seen from the extract of interviews transcripts.

R : *OK. Terus untuk dialognya gimana dik, kepanjangan atau kependekan malah?* (OK, How about the dialogue? Is it too long or too short?)

D : *Emm...Nggak kok, udah pas.* (No, it isn't. It is appropriate for the Marketing Program.)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

R : *...Terus kalau teks nya kepanjangan nggak dik?* (How about the text? Is it too long?)

L : *Nggak mbak.* (No, Miss.)

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

R : *Terus dialognya terlalu panjang atau malah kependekan?* (How about the dialogue? Is it too long or too short?)

P : *Nggak kok.* (No, Miss.)

R : *Isi dialognya udah sesuai belum sama topiknya?* (How about the content? Is it relevant with the topic?)

P : *Udah...ini kan dialognya tentang mendiskripsikan jam, jadi ya udah sesuai.* (Yes, it is. The dialogue is about describing a clock, so it is relevant).

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

However, the field note shows different results from the interviews. Based on the field note, the students had difficulties related to the vocabulary. They could not understand the meaning of some words in the dialogue. In conclusion, the input is ineffective. It can be seen from the extract of the field note.

Some of the students do not know the meaning of some words in this task and ask me, but I do not answer their questions directly. I ask them to open the dictionary first.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

### c. Activity

In this task the students were asked to answer the questions based on the dialogue. From the interviews and observation, the students said that the activity

was able to help them understand the dialogue. It can be concluded that the activity in this task is effective.

R : ...*Menurut dik Lail kegiatan di Task 2 ini bisa membantu dik Lail dan teman-teman untuk memahami isi dialognya nggak?* (In your opinion, can the activity help you and your friends understand the dialogue?)

L : *Iya mbak bisa. Jadi biar kita bisa menjawab pertanyaannya kan dituntut untuk memahami isi dialognya.* (Yes, it can. We understand the dialogue, so we are able to answer the questions correctly).

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

R : *Ya... kalau tentang kegiatan di task ini gimana? Menurut dik Puji sesuai nggak untuk memahami isi dialognya. Emmm...maksudnya kegiatan di task ini bisa membantu dik Puji memahami is dialognya nggak?* (How about the activity in this task? In your opinion is the activity suitable to help the students understand the dialogue? Uhhh.....I mean that can the activity in this task help you understand the dialogue?)

P : *Bisa Miss, soalnya ini kan kita disuruh menjawab pertanyaan berdasarkan dialognya.* (Yes, it can. Because in this task, we have to answers the questions based on the dialogue.)

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

After giving them enough time to do the task, I discuss the answer together. I write down the answer on the board. Then, I ask to the students what we have to be mentioned to describe things. The students have no problems and they are attending the lesson well.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

#### d. Students' role

The students in this task were required to work independently. They had to comprehend the dialogue by themselves. Based on the interviews, it can be found that the students were able to answer the questions by themselves. Meanwhile, from the field note, it can be found that the students were active. They were not shy to ask to the teacher if they had problems.

R : *Terus kemarin bisa ngerjain sendiri nggak dik?* (Could you do the task by yourself?)

D : *Bisa kok mbak.* (Yes, I could).

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

R : *...Kemarin bisa ngerjain sendiri dik?* (Could you do the task by yourself?)

L : *Bisa...tapi habis itu aku cocokin sama temen sebangku ku.* (Yes, I could. Then, I discussed it with my friend.)

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

R : *...terus kemarin bisa nggak jawabnya?* (Could you answer the questions?)

P : *Bisa Miss* (Yes, Miss.)

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

...I ask the students to read the dialogue first and then answer the questions that follow. Some of the students do not know the meaning of some words in this task and ask me, but I do not answer their questions directly. I ask them to open the dictionary first.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

#### e. Teacher's role

The teacher's role in this task was to give an explanation of what the students had to be going to do in the class room. Based on the results of the interviews, the students said that the teacher had given a clear explanation and guidance. Therefore, the students were able to do the task well. The results of the observation also show the same results. In conclusion, the teacher's role is effective. It can be found in the extracts of the interview transcripts and field note.

R : *Kalau saya kemarin njelasin Task 2 ini udah jelas belum?* (Is my explanation clear?)

D : *Jelas kok mbak, kan kemarin aku banyak yang nggak tahu kata-katanya tapi setelah mbak Tuti njelasin terus dijawab bareng-bareng itu aku tambah dong mbak.* (Yes, it is clear. At first, I did not know the vocabulary, but after you gave me



the explanation and discussed the answers together, it made me clearer.)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

R : *Saya ngasih penjelasannya sama ngasih pengarahan buat Task 2 udah jelas belum dik?* (Are my explanation and guidance clear?)

L : *Jelas banget.* (Yes, Miss.)

R : *Jelas banget gimana?* (What do you mean?)

L : *Ya bikin mudeng mbak, kan mbaknya mau tuh njelasin dialognya habis jawab pertanyaan, jadi kita kan lebih mudeng mbak.* (Your explanation made me understand Miss, you have explained the dialogue after we discussed the answer.)

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

Some of the students do not know the meaning of some words in this task and ask me, but I do not answer their questions directly. I ask them to open the dictionary first. Some of the students say that they do not bring their dictionary. After giving them enough time to do the task, I discuss the answer together. I write down the answer on the board.

(Appendix F/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

#### f. Setting

The students worked individually in this task. They had to comprehend the dialogue then answered the questions. They could do the task well and they worked seriously. It means that they had no objection to do the task individually. In conclusion, the setting can promote the students doing the task. It is proved by the extracts of the interview transcript and field note.

R : *Terus kemarin bisa ngerjain sendiri nggak dik?* (Could you do the task by yourself?)

D : *Bisa kok mbak.* (Yes, I could)

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

I ask the students to read the dialogue first and then answer the questions that follow. I ask the students to do the task by themselves. (Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

After analysing the task component of Task 2, the results can be summarised in Table 16.

Table 16: **The Summary of Each Task Component: Task 2**

Component	Analysis	Revision
<b>Goal:</b> Directing the students' attention to the topic and prepare their mind to deal with it.	Effective	-
<b>Input:</b> Dialogue and some questions related to the dialogue.	Some of the vocabulary is difficult.	Providing meanings of difficult words.
<b>Activity:</b> Answering the questions based on the dialogue.	Effective	-
<b>Students' roles:</b> Participant	Effective	-
<b>Teacher's role:</b> Facilitator	Effective	-
<b>Setting :</b> Individual	Effective	-

### 3. Task 3

#### a. Goal

The goal in this task is aimed to introduce the students with more expressions of describing things. Based on the interviews and observation, it can be concluded that the goal could be achieved by the students. It means that the goal in Task 3 is effective. The data can be found in the extracts of interview transcripts and field note.

R : *Iya...habis ngerjain Task 3 ini jadi lebih tahu contoh-contoh yang dipakai buat mendiskripsikan barang nggak dik?* (After doing Task 3, do you know the expressions that are used to describe things?)

L : *Iya mbak, jadi tuh kalau besok-besok ada customer yang*

*nanya* what does it look like? *Aku tahu gimana jawabnya. Hehehehe* (Yes, I do. In the future if there any foreigner asks what it looks like. I have known the answer.)

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

R : ...*berarti waktu ngerjain Task 3 udah tahu beberapa contoh ekspresi buat mendiskripsikan benda kan?* (...It means that when doing Task3, you have known the example of expressions of describing things. Haven't you?)

P : *Iya Miss.* (Yes, Miss.)

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

...Before I ask them to do the task, I ask to them whether they know or not what they are going to do in this task or not. After the students read the instruction, they know that in this task they are asked to find out the expressions and the responses of describing things from the dialogue provided.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

#### b. Input

The inputs in this task are dialogue and picture. The dialogue is about describing a dress to work. The picture was aimed to give the students an image about the dress that was described in the dialogue. Data from the interviews and observation show that the situation in the dialogue was appropriate for the students of Marketing Program. The dialogue also had enough length. It was not too long or too short, so it was understandable. In conclusion, the inputs of this task are effective. It can be seen from the extracts of the interview transcripts and field note.

R : *Untuk dialognya ini udah sesuai belum dik sama jurusan Penjualan?* (What do you think about the dialogue? Is it appropriate for the Marketing Program?)

D : *Ya udah...ini kan tentang orang beli baju gitu. Jadi ya masih ada hubungannya sama jual-beli gitu.* (Yes, it is. It is about someone who bought a tailored suit, so it has a relationship

with marketing.)

R : ...*Kalau dialog yang di Task 3 ini kepanjangan nggak?* (...Is the dialogue in Task 3 too long or not?)

D : *Nggak mbak. Udah cukup lah nggak panjang nggak pendek. Hahahahaha* (The dialogue is appropriate. It is not too long or too short. Hehehehehe)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

R : ...*Isi dialognya mudeng nggak?* (Is the dialogue understandable?)

L : *Mudeng mudeng.* (Yes, it is).

R : *Teksnya kepanjangan apa nggak?* (Is the text too long?)

L : *Nggak mbak, pas.* (No, Miss)

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

R : ...*Terus dialognya bisa dipahami nggak dik?* (Is the dialogue understandable?)

P : *Bisa kok Miss, ini customernya mau beli baju kerja terus tanya-tanya sama shop assistant.* (Yes, Miss. In this dialogue, the customer will buy a dress to work and the shop assistant explained to her).

R : *Dialognya ini menurut dik Puji kepanjangan atau nggak?* (In your opinion, is the dialogue too long?)

P : *Nggak...* (No, it is not).

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

Then, I ask about the clarity of the picture. I give them five minutes to find out the expressions by themselves. After five minutes, I discuss the answers with the students. All of the students can find out the answers. Then, I ask the students about the dialogue, whether they have any difficulty to understand the dialogue or not. The students say that the dialogue clear enough and understandable.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

### c. Activity

In this task, the students were asked to find out the examples of expressions of describing things. Based on the result of the interview, the activity

in this task is effective. The students stated that they did not find any difficulty when doing Task 3. The results of the observation also have the same results. It can be seen from the extracts of the interview transcript and field note.

R : *Siip... Seneng nggak dik ngerjain Task ini?* (Were you happy when doing this task?)

L : *Seneng, bisa buat lomba cepet-cepetan nyari ini apa... ekspresinya.* (Yes, I was. I could compare my answer with my friends.)

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

I give them five minutes to find out the expressions by themselves. After five minutes, I discuss the answers with the students. All of the students can find out the answers.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

#### d. Students' role

The students in this task were asked to find out the expressions of describing things from the dialogue. They did not face any difficulty and they also could find all the expressions from the dialogue. In conclusion, the students' roles are effective. The data are supported by the results of the interview and observation.

R : *Kemarin bisa ngerjain sendiri kan?* (Could you do the task?)

D : *Iya mbak.* (Yes, Miss.)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

All of the students can find out the answers.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

#### e. Teacher's role

The teacher asked the students to read the dialogue then find out the expression from the dialogue. During the students doing the task, the teacher

managed the class. She walked around the class. It means that the teacher's role supports the teaching and learning proces.

R : *Terus menurut dik Puji, peran gurunya gimana?* (What do you think the teacher's role?)

P : *Bagus mbak, bisa menenangkan siswa lain biar nggak ramai.*  
(It was good Miss. You could manage the class.)

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

I give them five minutes to find out the expressions by themselves. I walk around to manage the class. After five minutes, I discuss the answers with the students.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

#### f. Setting

In this task, the teacher did not divide the students into some groups or pairs. She asked the students to find out the expressions by themselves. Based on the interview and observation the students had no problem to work individually in this task. In conclusion, the setting in Task 3 is effective. The quotations of the interview transcript and field note are as follow.

R : *Jadi walaupun di task ini kerja sendiri nggak berpasangan, kalian nggak ada masalah?* (Although in this task you did not work in pairs, you have no any problem, haven't you?)

P : *Kalau saya nggak ada mbak...hehehehe* (No, I have not.)

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

I give them five minutes to find out the expressions by themselves. I walk around to manage the class. After five minutes, I discuss the answers with the students. All of the students can find out the answers.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

After analysing the task components in Task 3, the researcher can make the summary from the results. Table 17 presents the summary of task analysis.

Table 17: The Summary of Each Task Component: Task 3

Component	Analysis	Revision
<b>Goal:</b> Giving the students input for doing the next tasks.	Effective	-
<b>Input :</b> A dialogue		
<b>Activity:</b> Finding the expressions of describing thing from the dialogue.	Effective	-
<b>Students' roles:</b> Participant	Effective	-
<b>Teacher's role:</b> Facilitator	Effective	-
<b>Setting :</b> Individual	Effective	-

#### 4. Task 4

##### a. Goal

The goal in Task 4 is effective. It is supported by the results of the interview. The interviewee said that after studying Task 4, she was more familiar with the expressions of describing things. They also knew the features that had to be mentioned when they describe things. Here are the quotations of interview transcripts and field note.

*R : Sekarang udah tahu belum contoh-contoh ekspresi yang dipakai buat mendiskripsikan benda? (Now, do you know the examples of expressions that can be used to describe things?)*

*L : Iya jadi tahu lebih banyak lagi. Sama apa-apa aja yang perlu disebutin waktu mendiskripsikan barang jadi tahu lah. (Yes, I do. Now, I know more than before. I also know what features that have to be mentioned to describe things.)*

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

...After discuss this task, the students know what expressions that can be used to describe things.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

##### b. Input

The inputs of the task are some examples of expressions of describing things and features that are commonly used to describe things. The inputs are

effective to give the students information how to describe things. After studying this task, the students knew what expressions and feature that should be used to describe things. It can be seen in the extracts of the interview transcripts and field note.

*R : ...ada yang bingung sama contoh ekspresinya atau sama yang ini (the features) nggak? (Is there any problem related to the expressions and features?)*

*D : Udah mbak kan kemarin dah dijelasin... (No, it isn't)*

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

*R : Sekarang udah tahu belum contoh-contoh ekspresi yang dipakai buat mendiskripsikan benda? (Now, do you know examples of expressions that can be used to describe things?)*

*L : Iya jadi tahu lebih banyak lagi. Sama apa-apa aja yang perlu disebutin waktu mendiskripsikan barang jadi tahu lah. (Yes, I do. Now, I know more than before. I also know what features that have to be mentioned when describing things).*

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

Before I move to the next task, I give them chance to ask some questions or problems that they face during discuss this unit. However, there is no question from the students. They have understood about the expressions that can be used to describe things. (Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

### c. Activity

The activity in this task was to comprehend the expressions of describing things and to know the features that are commonly used in describing things. The students also learnt how to pronounce the expressions correctly. In conclusion, the activity in Task 4 is effective. It can be seen from the extracts of the interview transcripts and field note.

*R : OK. Kegiatannya yang di Task ini gimana? (How about the activity in this task?)*



L : *Ya lumayan lah mbak, kita jadi tahu gimana cara bacanya juga.* (It is interesting enough. It makes us know how to pronounce the expressions correctly).

R : *Jadi senang-senang aja kalau disuruh nerusin baca setelah mendengarkan saya?* (Do you agree to be asked to repeat the expressions after me?)

L : *Iya mbak, kan kita jadi tahu cara bacanya juga.* (Yes, Miss. It makes us know how to pronounce the expressions correctly.)  
(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

R : *...OK, menurut dik Puji, kegiatan di Task ini gimana? Menarik kah, membosankankah, atau apalah?* (What do you think about the activity in this Task? Is it boring?)

P : *...Kalau menurut saya, ya saya merasa senang aja, soalnya saya bisa latihan mengucapkan ini semua dengan benar.* (In my opinion, I enjoyed the activity because we could try to pronounce the expression correctly).  
(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

...The class is so noisy because all of the students try to pronounce the expressions and features correctly. After discuss this task, the students know what expressions that can be used to describe things. The students are still enthusiastic to follow the activity. Sometimes, they laugh because they find themselves mispronounce the words.  
(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

#### d. Students' role

In this task, the students were asked to pronounce the expressions correctly. They repeated the words after the teacher. Therefore, in this task between the students and teacher had balance roles. It means that not only the teacher that were active, but also the students participated actively during the teaching and learning process. It can be seen in the extracts of the interview transcript and field note.

R : *...ada yang bingung sama contoh ekspresinya atau sama yang ini (the features) nggak?* (Is there any problem that you find

in this task related to the expressions and features?)

D : *Udah mbak kan kemarin dah dijelasin...* (No, it isn't. You have explained clearly.)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

R : *...menurut dik Puji peran guru sama peran siswanya di sini udah seimbang belum?* (Do you think the students and teacher have balance roles in the class?)

P : *Udah Miss, soalnya kan sama-sama aktif. Bukan cuma gurunya yang aktif njelasin tapi siswanya juga kan ikut aktif.* (Yes, it does. Not only the teacher who has a talk, but also the students participated in the classroom).

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

...Next, I ask the students to read the expressions together. Then, I ask the students to read the features that are commonly used to describe things. The class is so noisy because all of the students try to pronounce the expressions and features correctly. Sometimes, they laugh because they find themselves mispronounce the words. Some students ask the meaning of the words that they do not know, such as steel, fabric, and reddish.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

#### e. Teacher's role

The teacher gave the students examples how to pronounce the expressions.

Then, she asked the students to repeat after her. In this task, both teacher and students were active during the teaching and learning process. It can be found in the extracts of the interview transcript and field note.

R : *...menurut dik Puji peran guru sama peran siswanya di sini udah seimbang belum?* (Do you think the students and teacher have balance roles in the class?)

P : *Udah Miss, soalnya kan sama-sama aktif. Bukan cuma gurunya yang aktif njelasin tapi siswanya juga kan ikut aktif.* (Yes, it does. Not only the teacher who has a talk, but also the students participated in the classroom.)

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

...I read the expressions and the students listen to me. Next, I ask the students to read the expressions together. Then, I ask the students to read the features that are commonly used to describe things.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

#### f. Setting

In this task, the students worked with the whole class. They together tried to pronounce the expressions correctly. According to the researcher's observation, the students had no any problem to work in the whole class. The results of the interview also show the same results. It can be seen from the extracts of the interview transcript and field note.

R : *Oh...iya dik...emmm....kalau menurut dik Dinda task ini bagusnya di lakukan secara berkelompok atau seperti kemarin aja (whole class)? (What do you think about this task? Will it be better if doing in a group or in a whole class?)*

D : *Emmm....seperti kemarin aja mbak, soalnya kita kan belajar mengucapkan jadi ya mending kaya kemarin. (Emmm...Whole class Miss because in this task we learnt how to pronounce the expressions, I think it will be better.)*

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

I read the expressions and the students listen to me. Next, I ask the students to read the expressions together. Sometimes, they laugh because they find themselves mispronounce the words.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

The results of the analysis can be seen in Table 18.

Table 18: The Summary of Each Task Component: task 4

Component	Analysis	Revision
<b>Goal:</b> Presenting the language function input.	Effective	-
<b>Input:</b> Expressions of describing things and the features that are commonly used to describe things.	Effective	-
<b>Activity:</b> The students listened to the teacher's explanation.	Effective	-
<b>Students' roles:</b> Participant	Effective	-
<b>Teacher's role:</b> Explaining the materials to the students.	Effective	-
<b>Setting :</b> Whole class	Effective	-

## 5. Task 5

### a. Goal

The goal in this task is effective. It can be seen from the interview results. The students were able to describe the shoes by completing the dialogue. Based on the field note, the students did not find any problem in doing the task. Here are the extracts of the interview transcript and field note.

R : Menurut dik Dinda, Task 5 ini membantu dalam lebih memahami mendiskripsikan barang nggak dik? (In your opinion, is the task helpful?)

D : Iya mbak.... Task 5 ini memberi contoh gimana cara mendiskripsikan benda. (Yes, Miss. Task 5 gives us an example how to describe things.)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

...The students have a good response and they have no problem in doing Task 5. They can use the expressions of describing things to complete the dialogue.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

### b. Input

The inputs in this task consist of a dialogue and a picture of a shoe. According to the students' response from the interviews, the dialogue was

appropriate for the students of Marketing Program. Meanwhile, the picture was clear. It can be concluded that the inputs in Task 4 are effective. It can be found from the extract of the interview transcripts and field note.

R : ...*Nah, kalau dialognya kepanjangan nggak?* (How about the dialogue? Is it too long or not?)

D : *Nggak kok, yang ini enak mbak soale lebih pendek jadi kan bacanya nggak males. Hehehehe* (No, it isn't. It is better Miss, because the dialogue is shorter than before.)

R : ...*menurut dik Dinda, situasi sama isi dialognya ini udah sesuai belum sama jurusan dik Dinda?* (In your opinion, are the situation and content of the dialogue appropriate for the Marketing Program?)

D : *Udah mbak, ini kan tanya-tanya tentang sepatu. Terus kan melatih kita juga biar besok kita bisa njelasin tentang sepatu ke pembeli.* (Yes, it is. It is about asking the shoe. So, it can be as example how to describe shoes to the customers.)

R : ...*Gambarnya udah jelas belum? Apa perlu digedein lagi?* (Is the picture clear? Is it too small or not?)

D : *Menurut ku sih udah cukup, udah jelas kok.* (I think it is good and clear enough.)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

R : *Terus ini dialognya gimana? Udah sesuai belum sama topiknya?* (How about the dialogue? Is it suitable for the topic?)

L : *Udah mbak, kan ini juga masih disuruh mendiskripsikan benda.* (Yes, it is because it is still related to describing things.)

R : *Kepanjangan atau kependekan nggak?* (Is it too long or not?)

L : *Udah mbak, pas.* (No, it isn't.)

R : *How about the picture? Gimana gambarnya? Udah jelas belum?* (How about the picture?)

L : *Sudah mbak, sangat jelas. Apik'e sepatune. Hehehehe* (Yes, Miss. It is clear. The shoe is good. Hehehhehe)

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

R : *Isi dialognya mudeng nggak? Emm...maksudnya bisa ngerti nggak apa isi dialognya?* (Is the dialogue understandable? Emmm.... I mean, can you understand the dialogue?)

P : *Customer mau beli sepatu, lalu dia telepon toko olahraga terus*

*si shop assistannya njelasin sepatu yang ada di sana. Hehehe*  
(The customer will buy shoes, and he calls the sports shoes.  
The shop assistant describes the shoes. Hehehehe)

R : *OK, berarti ngerti isi percakapannya. Kepanjangan atau nggak menurut dik Puji dialognya ini?* (OK. So, you can understand the dialogue. Is it too long or not?)

P : *Nggak...* (Ni, it isn't.)

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

...First, I ask about the clarity of the picture. The students have no problem with the picture. They say that the picture is clear enough and colored.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

### c. Activity

In this task, the students were asked to complete the dialogue using appropriate expressions to describe shoes. After that, the students practiced the dialogue in front of the class with their partners. The activity in Task 5 is effective. It is proved by the quotations of the interview transcripts and field note.

R : *Terus nih seneng nggak ngisi-ngisi dialog kaya gitu?* (Do you enjoy completing the dialogue?)

L : *Karena aku bisa ngerjain ya jadinya aku seneng mbak. Hehehehe* (I enjoyed because I could do it. Hehehehe)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

R : *Terus dik, kalau kegiatan di Task ini gimana?* (How about the activity in this task?)

P : *Ya enak... bisa belajar bicara Bahasa Inggris.* (It is interesting and I can learn to speak English.)

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

...Then, I ask the students to complete and practice the dialogue in pairs. The students work in pairs and I walk around to the class to check the students work. A pair of students calls me and asks about their work. Then, I come close to them and check their work.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

#### d. Students' role

The students were asked to complete the dialogue then practice it in front of the class with their partners. They were active because they were willing to be volunteers to practice the dialogue in front of the class. Here are the data from the interview and field note.

R : *Kemarin bisa nggak?* (Could you complete the dialogue?)

D : *Bisa, aku ngerjainnya sama Ovi. Hehehehe* (Yes, I did with Ovi).

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

...Therefore, I ask the other students to practice the dialogue in front of the class. After a few times, two students raise their hands. Then, I ask the first student to practice with her partner.

(Appendix F/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

#### e. Teacher's role

The teacher asked the students to complete the dialogue and to practice the dialogue in front of the class. The teacher walked around the class to manage the class and to check the students' works. The teacher's role can support the teaching and learning process.

R : *...Kalau saya kemarin jelas belum dik dalam mengarahkan kalian?* (Is my guidance clear?)

L : *Udah, mbaknya tuh enak keliling kelas jadi kalau kita ada yang nggak bisa gitu kan bisa langsung tanya.* (Yes, it is. You always walked around the class, so we could ask to you if we did not understand.)

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

R : *Menurut di Puji, saya selama njelasin materi dan mendampingi kalian pas ngerjain Task 5 ini gimana? Emmm...gini nie dik maksudnya. Kan kemarin waktu kalian ngerjain saya seringnya mesti keliling kelas buat ngecek, nah menurut dik Puji, saya sebaiknya seperti itu atau saya diam aja di depan gitu?* (What

do you think about my explanation during teaching and learning process? I mean that, in the last meeting, when you did the task, I often walked around the class to check your work. What do you think? Is it OK? Must I stand in front of the class and do nothing?)

P : *Ya...kaya kemarin aja Miss, kan jadi enak misalnya ada yang nggak bisa gitu bisa tanya langsung ke Miss.* (I think it will be better still same like the last meeting. If we have any problem, we can ask you directly.)

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

...Therefore, I ask the other students to practice the dialogue in front of the class. After a few times, two students raise their hands. Then, I ask the first student to practice with her partner. While they are practicing the dialogue, I sit down in the back row. I listen to them while writing the mistake that they made.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

#### f. Setting

In this task, the students were asked to work in pairs. They liked to work in pairs. In conclusion, the setting in Task 5 is supporting the students to do the task. The data from the interview and observation can be the evidence.

R : *Waktu ngerjain Task 5 ini kan disuruh mengerjakan berpasangan, menurut dik Lail gimana? Ada masalah nggak?* (When doing Task 5, I asked you to work in pairs. What do you think? Is there any problem?)

L : *Nggak.... Malah senang aku mbak....Kan ini disuruh maju baca dialognya masa mau maju sendiri...hehehehehe* (I am happy to work in pairs. In this task you were asked me to practice in front of the class, so I need a partner.)

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

...Then, I ask the students to complete and practice the dialogue in pairs.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)



After analysing the task components in Task 5, the results can be summarised in Table 19.

Table 19: The Summary of Each Task Component

Component	Analysis	Revision
<b>Goal:</b> Checking the students understanding of the language functions.	Effective	-
<b>Input :</b> A dialogue and picture	Effective	
<b>Activity:</b> Completing the dialogue using appropriate expressions.	Effective	-
<b>Students' roles:</b> Participant and actor	Effective	-
<b>Teacher's role:</b> Facilitator	Effective	-
<b>Setting :</b> In pairs	Effective	-

## 6. Task 6

### a. Goal

This task is aimed to enrich the students' vocabulary. This task also can help the students do the next task. According to the data from the interviews and field note, the students could achieve the goals. They stated that the words in this task could help them do the next task. In conclusion, the goals are effective. It can be seen from the extracts of the interview transcript and field note.

R : Task *ini bisa membantu untuk mengerjakan Task yang selanjutnya nggak?* (Can this task help you to do the next task?)

D : *He'em mbak. Jadi kan ada kosakata yang nggak aku ngerti terus kan bisa lihat sini.* (Yes, Miss. I found difficult words in the next task, so I could look at this task again.)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

R : *...habis ngerjain Task 6 ini jadi lebih banyak tahu kosakata baru apa nggak?* (Did you get new vocabulary after doing Task 6?)

L : *Iya nu... itu banyak yang nggak aku tahu.* (Yes, I did, because I have not known some of the words before.)

R : *Terus Task ini membantu nggak dik buat ngerjain Task selanjutnya?* (Is this task helpful to do the next task?)

L : *Iya... yang Task berapa ya itu...nah ini (Task 8) jadi lebih gampang memahami dialog yang ada di Task 8.* (Yes, it is. It can help to do Task 8.)

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

R : *Setelah ketemu semua ya vocabnya bisa membantu untuk mengerjakan soal yang selanjutnya nggak?* (After finding the meaning, Is this task helpful to do the next task?)

P : *Iya.... yang Task 8 itu ada beberapa yang nggak tahu dan bisa lihat disini.* (Yes, it is. There are some words that I do not know, so I can look at this task.)

R : *Oh...gitu. Berarti sekarang jadi lebih banyak kan vocabnya?* (So, now you have many new words, haven't you?)

P : *Iya Miss...* (Yes Miss)

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

...They start to find the meanings in the dictionary and they also know that the vocabulary can be helpful to do the next task.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

#### b. Input

The inputs in this task are some new words. The results of the interview proved that the words were able to help the students do the next task, although some of the students did not know the meaning. However, they could find the meaning after they looked up the dictionary. In conclusion, the input in Task 6 is effective. It can be found in the extracts of the interview transcripts and field note.

R : *Ketemu semua nggak vocabnya?* (Could you find all the meanings?)

D : *Iya.* (Yes, I could.)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

R : *... ketemu semua nggak dik?* (Did you find all the words?)

L : *Ketemu....* (Yes, I did.)

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

R : *Vocabnya ini ada semua di kamus atau susah ditemuin di kamus?* (Is it easy or difficult to find the vocabulary in the dictionary?)

P : *Nggak....di kamus ada semua.* (It is easy to find the meaning in dictionary.)

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

...Then, I ask to the students about the difficulty that they find in finding the meaning of words in this task. The students have no problem in doing this task. It means that they can find out the meaning of the words in the dictionary.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

### c. Activity

In this task, the students were asked to find out the meaning of some words in the dictionary. Based on the interview, the students said that they would be easier to memorise some words if they found the words by themselves in the dictionary. In conclusion, the activity in Task 6 is effective. It can be seen from the extracts of the interview transcript and field note.

R : *Untuk kegiatannya gimana? Kemarin kan disuruh mencari artinya di kamus, menurut dik Puji itu gimana?* (How about the activity? Last meeting, I asked you to find out the meanings of some words in the dictionary. What do you think?)

P : *Bagus Miss soalnya kalau kita nyari sendiri di kamus itu kita jadi lebih ingat.* (Good Miss, because if we find out the meanings in the dictionary, it will be easier to be remembered.)

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

The class becomes little noisy because the students who do not bring the dictionary call the students who bring the dictionary to borrow it. Sometimes, they ask the meaning of the words to me to make sure that their answers are correct. After that, I pronounce the word one

by one and ask the meanings of the words to the students. Then, I ask the students to pronounce the words after me.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

#### d. Students' roles

The students tried to find the meanings of the words in the dictionary by themselves. They did not find any difficulty in this task. In conclusion, the students' roles are as expected.

R : ...*Terus kemarin nyari sendiri apa trima nyontek?* (...Did you find the meanings by yourself or cheat to your friends?)

L : *Ya nyari sendiri mbak di kamus, aku kan bawa kamus.* (I found by myself in the dictionary, because I brought a dictionary.)

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

R : *Untuk kegiatannya gimana? Kemarin kan disuruh mencari artinya di kamus, menurut dik Puji itu gimana?* (How about the activity? Last meeting, I asked you to find out the meanings of some words in the dictionary. What do you think?)

P : *Bagus Miss soalnya kalau kita nyari sendiri di kamus itu kita jadi lebih ingat.* (Good Miss, because if we find out the meanings in the dictionary, it will be easier to be remembered.)

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

...the students know what they have to do. One of the students asks me to borrow my dictionary. They start to find the meanings in the dictionary. Sometimes, they ask the meaning of the words to me to make sure that their answers are correct. Then, I ask the students to pronounce the words after me.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

#### e. Teacher's role

The teacher's role in this task is effective. The teacher facilitated the students in the teaching and learning process. It can be found from the interview

results. The students said that the teacher pronounced the words then asked the students to repeat after her. She also explained the meaning of the words to the students. The interview transcript and field note can be the evidence.

R : *Terus saya sebagai guru udah menjelaskan dengan baik belum?* (As a teacher, have I given you clear explanation?)

L : *Udah mbak, kalau yang ada belum tepat ngucapinnya sama mbaknya pasti diulang lagi jadi ya kita jadi bisa semua.* (Yes, you have. If any students still mispronounced you corrected them.)

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

...I ask the students to do Task 6 individually. After that, I pronounce the word one by one and ask the meanings of the words to the students.

(Appendix F/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

#### f. Setting

Actually, the students were asked to find out the meanings of the words individually. Based on the field note, they were no objection to work individually.

It can be found in the extract of the field note.

I ask the students to do Task 6 individually. They start to find the meanings in the dictionary.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

However, based on the interview results, they preferred to do the task in a group to individually. They said that they could share knowledge with friends. In conclusion, the setting in Task 6 had to be revised.

R : *Ketemu semua nggak vocabnya?* (Could you find all the meanings?)

D : *Iya...tapi kemarin mending itu kerja kelompok mbak, kan jadi kamusnya bisa barengan sama yang lain. Hehehe* (Yes, I could. But, I think it will be better if we work in a

group, because we can share the dictionary.)  
(Appendix F/ Interview Transcript/ First Student/ First Draft  
Implementation/ Unit 1)

After analysing the task components in Task 6, the researcher can draw conclusion based on the analysis. Table 20 presents the summary of task analysis.

Table 20: **The Summary of Each Task Component**

Component	Analysis	Revision
<b>Goal:</b> Enriching the students' vocabulary and giving the students pronunciation input. This task also can help them do the next tasks.	Effective	-
<b>Input :</b> A dialogue and picture	Effective	
<b>Activity:</b> Completing the dialogue using appropriate expressions.	Effective	-
<b>Students' roles:</b> Participant and actor	Effective	-
<b>Teacher's role:</b> Facilitator	Effective	-
<b>Setting :</b> In pairs	Effective	-

## 7. Task 7

### a. Goal

This task is aimed to help the students understand the grammar rule especially the Simple Present Tense. They were expected to know how to use the Simple Present Tense. Based on the interviews, the students understand how to use the Simple Present Tense. It can be found in the extracts of the interview transcripts and field note.

- R : *Terus gimana mudeng nggak?* (Is it clear?)  
 L : *Lumayan mudeng mbak...* (Yes, it is)  
 R : *Terus gimana nih, bisa cara makainya?* (Can you use the Simple Present Tense to describe things?)  
 L : *Bisa mbak, kan udah dijelasin mbak'e jadi ya lumayan lah mbak.* (Yes, I can. You have explained to us, so I can understand).

(Appendix F/ Interview Transcript/ Second Student/ First Draft  
Implementation/ Unit 1)

*R : Gimana dengan grammarnya paham nggak? (How about the grammar? Is it clear?)*

*P : Insyaallah bisa. (Insyaallah)*

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

However, based on the field note the students still looked confused. They were not sure that they could use the Simple Present Tense. In conclusion the goal in Task 7 had to be revised.

I ask to the students if they have any problems. Some of the students nod their head as a sign that they understand. But some students only keep silent and look confused with my explanation.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

#### b. Input

The input in this task is the formula of the Simple Present Tense. Based on the interview and field note, some students had problems in understanding of the formula of the Simple Present Tense. They also had the difficulties in applying the Simple Present Tense. It means that the input in Task 7 should be revised.

*R : Terus yang Task 7 gimana, mudeng nggak? (How about Task 7? Do you understand?)*

*D : Ya dikit-dikit lah mbak. (Just a little bit Miss...)*

*R : Lho kok cuma dikit-dikit? (Why?)*

*D : ...susah, aku kalau lagi dijelasin mudeng tapi habis itu nggak mudeng lagi. (...It is difficult for me. I could understand when you were explaining the formula of the Simple Present Tense.)*

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

I ask to the students if they have any problems. Some of the students nod their head as a sign that they understand. But some students only keep silent and look confused with my explanation.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

### c. Activity

In this task, the students listened to the teacher's explanation. They listened carefully to her explanation. They also did not feel bored. In conclusion, the activity in Task 7 can help the students achieve the goal. It can be seen from the extracts of the interview transcripts and field note.

R : *Kegiatannya di Task ini gimana? Kan kalau Task ini yang banyak bicara saya, kalian dengerin, bosen nggak?* (How about the activity in this task? I just give you explanation, what do you think? Is it boring?)

L : *Nggak mbak, nek nggak dijelasin ya nggak mudeng kita mbak.* (No, Miss. If you do not give me explanation, we cannot understand.)

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

R : *...kalian kan cuma ndengerin saya njelasin di depan, itu gimana? Ngantuk, bosen atau gimana?* (...You only listened to my explanation in this task. Were you sleepy? Or were you bored? )

P : *Nggak kok Miss saya ndengerin beneran makanya jadi sedikit lebih paham.* (No, Miss. I listened to your explanation carefully, so I could understand.)

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

Next, I explain the rule of Simple Present Tense (Task 7). I give them examples how to use Simple Present Tense. They listen to me and write down what I write in the board.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

### d. Students' role

In this task, the students were asked to listen to the teacher's explanation. Based on the results of the interview, the students said that they understood how to use the Simple Present Tense. However, the results of the observation show



that the students looked confused with the teacher's explanation. In conclusion, the students' role in Task 7 is ineffective.

*R : Terus gimana nih, bisa cara makainya? (Can you use the Simple Present Tense?)*

*L : Bisa mbak, kan udah dijelasin mbak'e jadi ya lumayan lah mbak. (Yes, I can. You have explained to us, so I can Understand.)*

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

They listen to me and write down what I wrote in the board. But some students only keep silent and look confused with my explanation.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

#### e. Teacher's role

The teacher's role in this task is effective. The teacher gave the students clear explanation. She gave them the example how to use the Simple Present Tense to describe things. The interview and field note can be the evidence.

*R : Kegiatannya di Task ini gimana? Kan kalau Task ini yang banyak bicara saya, kalian dengerin, bosen nggak? (How about the activity in this task? I just give you explanation, what do you think? Is it boring?)*

*L : Nggak mbak, nek nggak dijelasin ya nggak mudeng kita mbak. (No, Miss. If you do not give me explanation, we cannot understand.)*

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

Next, I explain the rule of Simple Present Tense (Task 7). I give them examples how to use the Simple Present Tense.

(Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

#### f. Setting

The students in this task worked in the whole class. The teacher did not divide them into some groups. Based on the interview and field note, the students

agreed to have discussion in the whole class. They said that if they worked in groups, they would be not focus to the teacher's explanation. In conclusion, the setting in Task 7 is supporting the students to do the task.

R : *Atau mungkin harusnya dibikin kelompok ya dik kemarin itu, jadi biar kalian bisa diskusi sama teman?* (Should I divide you into some groups?)

D : *Emmm....gimana ya mbak, menurutku sama aja seh.* (Emm....I don't think so.)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

R : *Kalau untuk Task 7 ini, dik Lail lebih suka kaya kemarin (whole class discussion) atau dibikin group dik?* (For Task 7, which one do you like, work in a small group or whole class?)

L : *.....Tapi menurutku mending yang kemarin mbak.* (I think it is better if the seting still same like the last meeting.)

(Appendix F/ Interview Transcript/Second Student/ First Draft Implementation/ Unit 1)

Next, I explain the rule of Simple Present Tense (Task 7) to the whole class. I give them examples how to use Simple Present Tense. (Appendix E/ Field Note/ First Meeting/ First Draft Implementation/ Unit 1)

After analysing the task components of Task 7, the results can be summarised in Table 21.

Table 21: **The Summary of Each Task Component: Task 7**

Component	Analysis	Revision
<b>Goal:</b> Giving the students input about Simple Present Tense.	Some of the students are unable to use the Simple Present tense.	Giving the students clearer explanation.
<b>Input :</b> The formula of Simple Present Tense formula	Some of the students are unable to understand the formula of Simple Present Tense.	Providing a task to assess the students understanding of the Simple Present Tense.
<b>Activity:</b> Listening to the teacher's explanation.	Effective	-

Component	Analysis	Revision
<b>Students' roles:</b> Participant	Some of the students are confused.	Giving the students clearer explanation.
<b>Teacher's role:</b> Explaining the rule of the Simple Present Tense.	Effective	-
<b>Setting :</b> Whole class	Effective	-

## 8. Task 8

### a. Goal

After doing Task 8 the students were expected to be able to describe things in the real situation. They were expected to be able to use the expressions of describing things correctly. Based on the interview and field note, the students were able to complete Task 8 and to describe things in the real situation. It can be found in the extracts of interview transcripts and field note.

R : *Emmm....habis ngerjain Task 8 ini, sekarang kira-kira udah bisa belum kalau disuruh mendiskripsikan barang?* (After doing Task 8, can you describe things?)

D : *Insyaallah mbak.....*(Insyaallah)  
(Appendix F/ Interview Transcript/First Student/ First Draft Implementation/ Unit 1)

R : *Berarti besok kalau disuruh mendiskriplan benda udah bisa ya?* (It means that you are able to describe things. Aren't you?)

P : *Iya Insyaallah mbak.* (Insyaallah)  
(Appendix F/ Interview Transcript/Third Student/ First Draft Implementation/ Unit 1)

After that, I ask about the homework. They open their homework and I walk around the class to make sure that all the students have finished the homework. The students have completed the dialogue using appropriate expressions.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

## b. Input

The inputs in this task are dialogues and pictures. Based on the interviews, the inputs were clear and beautiful enough. The pictures helped the students complete the dialogue. The situations in the dialogues were appropriate for the students of Marketing Program. The dialogues had the enough length. They were not too long or too short. However, the second interviewee said that she was confused how to do number 2 in Task 8. She was confused because there was only one part of the dialogue which was incomplete. In conclusion, the inputs in Task 8 had to be revised.

R : ...*Untuk dialognya gimana? Kepanjangan kah?* (How about the dialogue? Is it too long?)

L : *Nggak sih mbak....* (No, it is not.)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

R : ...*Terus dialognya terlalu panjang nggak?* (Is the dialogue too long?)

D : *Nggak kok mbak.* (No, it is not)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

R : *Untuk dialognya ini udah sesuai dik sama topic?* (Is the dialogue suitable with the topic?)

L : *Sudah.* (Yes, It is)

R : *Terus gambarnya gimana? Membantu nggak?* (How about the pictures?)

L : *Gambarnya bagus, aku suka tasnya mbak bagus lucu.* (The pictures are good. I like the bag Miss.)

R : *Membantu dalam ngerjain latihannya gak?* (Are the pictures helpful in finishing the task?)

L : *Iya, kita kan jadi punya bayangan oh...ini tas nya seperti ini.* (Yes, they are. The pictures help us imagine the things described.)

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

R : *Jadi teksnya nggak terlalu sulit kan buat kamu dik.* (So, the

dialogue is not difficult for you, are you?

P : *Nggak kok Miss...* (Yes, Miss)

R : *Yang no.2 juga nggak sulit?* (How about number two, is it difficult?)

P : *Uhhh...nggak kok, sama aja kan ini.* (No, it is not. It is same with number one.)

R : *Oh ya...untuk gambarnya gimana dik? Udah jelas apa belum?* (How about the picture?)

P : *Iya jelas kok Miss. Bagus banget...* (It is very good. It is clear Miss.)

R : *OK. Menurut dik Puji, situasi dan isi dialognya udah sesuai belum sama jurusan Penjualan?* (Is the situation suitable for your major program?)

P : *Udah Miss...bagus... kan besok bisa aja kita kerja di supermarket, terus ada Landa (orang asing) yang beli atau tanya-tanya tentang barang-barang, kita kan jadi udah punya bekal Miss.* (Yes Miss, it is good. In the future, when we work in the supermarket, we have knowledge to serve the customer. We will find a foreigner who asks about the products that are sold.)

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

I ask about the clarity of the pictures both number one and two. I also ask the student to look at both of the dialogues. Then, I ask whether everything is clear or not. They answer that the pictures are beautiful, and they like the bag.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

### c. Activity

In this task, the students were asked to complete the dialogues. Then, they were asked to practice one of the dialogues with their partner. Based on the results of the interviews and observation, the students were not bored attending the activity in Task 8. In conclusion, the activity in task 8 is effective.

R : *....bosen nggak dik?* (Are you bored?)

L : *Dikit sih mbak, soalnya tadi kan udah melengkapi, terus sekarang lagi, ini (Task 8, No.2) juga lagi habis itu maju ke depan.* (Just a little Miss....because in the previous task, we

have completed the dialogue. Then, in this task we have to do the same thing.)

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

R : *Terus dik Puji senang nggak dengan kegiatan di Task ini? Yang disuruh maju berpasangan ke depan?* (Are you happy with the activity in this task? Do you like to practice the dialogue in front of the class?)

P : *Iya senang...meskipun agak malu sih Miss...tapi nggak apa-apa, asyik kok.* (Yes, I was happy. Although, I was shy to practice the dialogue.....But it's OK, it's interesting.)

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

Therefore, I ask the students to practice the dialogue in Task 8. I give the students chance to practice the dialogue in their seats with their partners. After that, I invite them to come in front of the class. A student raises her hand. She wants to practice the dialogue with her partner.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

#### d. Students' roles

The students were active joining the activity in Task 7. Based on the interview and field note, they were able to complete the dialogues. They were also willing to practice the dialogue in front of the class with their partners. In conclusion, the students' roles are effective. It can be seen from the extracts of the interview transcript and field note.

R : *Bisa ngerjain nggak dik kemarin?* (Could you do the task?)

D : *Bisa kok mbak, kan tinggal lihat gambarnya dah ada keterangannya.* (Yes, I could. I could look at the pictures, there was the information to complete the task.)

R : *Bisa ngerjain yang no. 2 juga?* (Could yo do number two?)

D : *He'em bisa, tapi kalau yang no. 2 ini to mbak, pas maju gitu yang jadi shop assistant memeng mbak bacanya.* (Yes, I could. But, when practicing this dialogue, it was difficult to the students who became the shop assistant.)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

They understand and they begin to do the task. I walk around the class to check their works. A student raises her hand. She wants practice the dialogue with her partner. They come to the class, and the other students listen to them.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

e. Teacher's role

In task 8, the teacher asked the students to complete and to practice the dialogue. The teacher listened to the students and managed the class when they practiced the dialogue. The teacher wrote the students' mistakes and discussed them together. In conclusion, the teacher's role can promote the teaching and learning process.

R : *Oh...Terus kalau saya yang ngajar kan sering disuruh maju-maju tuh, berarti nggak seneng ya dik kalau saya yang ngajar?* (Oh...When I taught you, I often asked you to perform in front of the class. Do you like it?)

D : *...Aku tuh seneng sama mbaknya, lucu, baik, njelasinnya juga jelas kok... ya cuma malu aja mbak kalau maju-maju. Tapi aku suka kok kalau mbaknya yang ngajar. Hehehehehe* (...Actually, I like you. You are funny and kind. You also have explained clearly. I like if you teach us. However, I was shy when come in front of the class.)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

Then, I give explanation to the whole class that actually number two is similar with number one. Therefore, I move to the back row and ask them to read using loud voice. While they practice the dialogue, I also write some words that are mispronounced.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

f. Setting

In Task 8, the students were asked to work in pairs to complete the dialogue. They had no objection to work in pairs. They worked concentrated with their partners. In conclusion, the setting in Task 8 is effective.

R : *Terus kalau yang Task 8 ini kan disuruh mengerjakan berpasangan, gimana? Ada masalah? Atau mending sendiri aja?* (In Task 8, I asked you to work in pairs. What do you think? Do you have any problem?)

L : *Nggak....kan ini juga disuruh maju....masa nanti maju sendiri kalau nggak berpasangan.* (No Miss.....In this task, we must practice the dialogue, so we need a partner.)

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

R : *Terus dik Puji senang nggak dengan kegiatan di Task ini? Yang disuruh maju berpasangan ke depan?* (Are you happy with the activity in this task? Do you like to practice the dialogue in front of the class?)

P : *Iya senang...meskipun agak malu sih Miss...tapi nggak apa-apa, asyik kok.* (Yes, I was happy. Although, I was shy to practice the dialogue. But it's OK, it's interesting.)

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

...I ask them to work in pairs. Some of them discuss and practice the dialogue with their partners.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

After analysing the task components in Task 8, the results can be summarised in Table 22.

Table 22: The Summary of Each Task Component: Task 8

Component	Analysis	Revision
<b>Goal:</b> Checking the students' understanding about language function and grammar.	Effective	Effective
<b>Input :</b> Dialogues and pictures	For the second dialogue: There is not balance between dialogue for the customer and shop assistant.	Changing the dialogue similas to the first dialogue.
<b>Activity:</b> Completing and practicing the dialogue	Effective	-
<b>Students' roles:</b> Participant and actor	Effective	-
<b>Teacher's role:</b> Facilitator	Effective	-
<b>Setting :</b> In pairs	Effective	-



## 9. Task 9

### a. Goal

Task 9 is aimed to make the students relax and enjoy the lesson. This task also aims to help the students practice to describe things. After they did the previous tasks, they needed something that could refresh their mind. The way was by playing a game. The students looked happy and relaxed joining the game. In conclusion, the goals of Task 9 can be achieved by the students.

R : ...*Terus kalau yang Task 9 ini gimana?* (How about Task 9?)

D : *Enak sih mbak game nya, tapi cuma bentar sih kemarin.* (It was interesting... but it was too short.)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

R : *Terus menurut dik Lail game nya bisa melatih kalian buat mendiskripsikan benda nggak?* (Could the game help you describe things?)

L : *Bisa, kan itu game nya yang satu mendiskripsikan yang satu nebak bendanya.* (Yes, it could. The game was required the students to describe and guess the things.)

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

All of the students can follow the game well. They can describe and guess the things that are described.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

### b. Input

According to the students' opinions, the game was suitable with the topic of Unit 1, because it was related to the describing things. The students had no any problem playing the game. They were happy to play this game. It means that the input in Task 9 is effective. It can be seen from the extracts of the interview transcript and field note.

R : ...*Terus dik game nya itu sesuai nggak sama topiknya?* (Is the game suitable with the topic?)

D : *Sesuai menurutku, kan ini kita lagi mendiskripsikan benda, terus apa ini game nya juga tentang mendiskripsikan benda, terus nanti ada yang nebak. Pas kok.* (In my opinion, it is suitable with the topic. The game is about describing things, so it is suitable with the topic.)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

All of the students can follow the game well. They can describe and guess the things that are described.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

### c. Activity

Based on the interview and field note, the activity in this task was interesting although the time was too short. In conclusion, the activity in Task 9 is effective. It can be found in the extracts of the interview transcripts and field note.

R : ...*Terus kalau yang Task 9 ini gimana?* (How about Task 9?)

D : *Enak sih mbak game nya, tapi cuma bentar sih kemarin.* (It was interesting....but it was too short.)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

R : *Siip...Terus lanjut dik yang Task 9 gimana? Seneng nggak kemarin ngegamenya?* (OK...how about Task 9? Are you happy when playing the game?)

L : *Ya seneng mbak...* (Yes, I am.)

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

R : *Seneng nggak dik sama permainnanya?* (Do you like the game?)

P : *Seneng banget ...* (Yes, I really like the game.)

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

...The students look happy and interested to play the game. The students enjoy the game and ask me to play again.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

#### d. Students' roles

There were two cards in the game. Students who got a red card were asked to describe a thing in his/her mind. Then, the students who got a blue card should guess the thing described. The students looked happy and interested to play the game. In this game, the students were required to speak up. They could attend the game well. In conclusion, the students' roles are active in the classroom.

R : *Seneng nggak dik sama permainnanya?* (Do you like the game?)

P : *Seneng banget ...* (Yes, I really like the game.)

R : *Lucu gimana?* (What do you mean?)

P : *...kita jadi bisa belajar gimana mendiskripsikan benda secara langsung meskipun berantakan. Hehehehehe* (We could learn how to describe things, although we made many mistakes.)

(Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

The students look happy and interested to play the game. I explain the rules then start the game. All of the students can follow the game well. They can describe and guess the things that are described. The students enjoy the game and ask me to play again.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

#### e. Teacher's role

The teacher explained the rules of the game and led the game. She commanded when the students had to play and stop the game. Based on the results of the interview and observation, the teacher had given the students clear explanation. In conclusion, the teacher's role is as expected. It can be seen from the extracts of the interview transcripts and field note.

R : *Tapi saya njealasin mudeng nggak?* (Is my explanation clear?)

P : *Iya mudeng...* (Yes, it is.)

Appendix F/ Interview Transcript/ Third Student/ First Draft Implementation/ Unit 1)

I explain the rules then start the game. I give a red card for the student who sits in the front right corner. Then the blue card is given for the student who sits in the front left corner. Then I lead the game and ask them when they have to stop and play the game.  
(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

f. Setting

The students played the game with the whole class. Based on the field note, the students were happy and they were able to follow the game well. It can be seen from the extract of the filed note.

All of the students can follow the game well. They can describe and guess the things that are described. The students enjoy the game and ask me to play again.  
(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

However, based on the interview, the students said that the game was not fair because not all of the students had a part to describe or guess the things. The students suggested that it would be better if the students were divided into two groups. It would be fairer for them, because it would give more chances for the students to take a part in this game. In conclusion, the setting in this task had to be revised.

R : *Emang kemarin kamu nggak kebagian ya?* (Did you take a part to describe or guess the things?)

L : *Nggak mbak. Hehehhe* (No Miss)

R : *Kalau misalnya game nya dibagi jadi dua kelompok setuju nggak dik?* (What do you think if I divide you into two groups?)

L : *Iya mbak mending gitu...jadi biar adil dapat bagian semua.*  
(I agree with you Miss...So, it will be fairer for us, all of us can take a part in this game.)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

The summary of the task analysis can be seen in Table 23.

Table 23: The Summary of Each Task Component: Task 9

Component	Analysis	Revision
<b>Goal:</b> Relaxing the students.	Effective	-
<b>Input :</b> A game	Effective	-
<b>Activity:</b> Playing a game	Effective	-
<b>Students' roles:</b> Participant	Effective	-
<b>Teacher's role:</b> Leading the game	Effective	-
<b>Setting :</b> Whole class	The whole class activity is not effective.	Deviding the students into two groups.

## 10. Task 10

### a. Goal

Task 10 is aimed to give the students the ability to make a dialogue based on the situation provided. Therefore, the students were asked to make a dialogue based on the situation provided. Then, they also were asked to practice the dialogue in front of the class as in the real life. Based on the interview transcript and field note, the students could join the activity in Task 10 well. In conclusion, the goals can be reached by the students.

R : *Oh...Berarti kalau kalian udah bisa bikin dialog ini, kalian udah ngerti to gimana mendiskripsikan benda?* (It means that you have understood how to describe things. Is it right?)

L : *Insyaallah mbak.* (Insyaallah)  
(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

They practice the dialogue like a true customer and shop assistant. They can make the dialogue well. Each pairs describes different things. They can describe the things clearly.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

b. Input

There are two situations in this task as the inputs. Based on the field note, the students had no problem with the inputs. They could make and practice the dialogue. It means that the situations can be understood by the students. It can be seen from the extract of the field note.

After I give the students enough time to make a dialogue in pairs, I ask some of the students to practice the dialogue in front of the class with their partners. They practice the dialogue like a true customer and shop assistant. Each pairs describes different things and they can make the dialogue well. They can describe the things clearly.  
(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

However, based on the interviews, some of the students chose the first situation. It is because the second situation is more difficult than the one. In conclusion, the input in Task 10 had to be revised especially the second situation. It can be found in the extracts of the interview transcripts.

R : ...*terus sekarang katanya yang No. 2 ini susah, susahnyanya kenapa?* (Why do you think the second situation is difficult?)

D : *Ya susah mbak, aku kan nggak tahu jenis-jenis batik opo wae. Kalau kata orang tua kan tiap jenisnya ada sendiri-sendiri dipakai buat kapan dan buat apa, dan aku gak tahu jadi ya udah milih No. 1 aja.* (Because I don't know the kinds of batik, the adults said that each batik has different function.)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

R : ...*Bisa kan dik kemarin?* (...Could you make the dialogue?)

L : *Bisa bisa...aku bikin yang no. 1.* (Yes, I made the second situation.)

(Appendix F/ Interview Transcript/ Second Student/ First Draft Implementation/ Unit 1)

R : ...*Kenapa milih No. 1 dik?* (Why did you choose number one?)

P : *Lebih mudah aja sih Miss kalau menurut saya.* (I think that it

is easier than number two.)  
 (Appendix F/ Interview Transcript/ Third Student/ First Draft  
 Implementation/ Unit 1)

c. Activity

In this task, the students were asked to make a dialogue based on the situation provided. Then, they practiced the dialogue in front of the class with their partners. Based on the interview, the activity in this task was boring, because the students had to do the same activity as the previous task. The other students said that this activity could improve their speaking. However, based on the field note, the students were still active to follow the activity. After considering the interview and observation results, it can be concluded that the activity in Task 10 had to be revised.

R : ...*Kalau yang Task 10 ini juga ngebosenin dik?* (Is Task 10 boring?)

L : *He'em mbak...kan habis bikin disuruh maju lagi.* (Yes Miss....because after making a dialogue you ask me to practice the dialogue again.)

(Appendix F/ Interview Transcript/ Second Student/ First Draft  
 Implementation/ Unit 1)

R : *Tapi menurut dik Puji, kegiatan di Task ini gimana?* (What do you think about the activity in this task?)

P : *Ya, lumayan melatih saya untuk bisa membaca (pronunciation) dengan baik.* (It can help me pronounce the words correctly.)

(Appendix F/ Interview Transcript/ Third Student/ First Draft  
 Implementation/ Unit 1)

Two pairs of students want to be volunteers and come to the class to practice their own dialogue.

(Appendix E/ Field Note/ Second Meeting/ First Draft  
 Implementation/ Unit 1)

d. Students' role

In this task, the students were able to make a dialogue, and then practice their own dialogue in front of the class. Based on the interviews and observation, the students were active to practice the dialogue in front of the class. It means that the students' role in this task is as expected.

R : ...*kemarin bisa kan bikinnya? Nggak susah?* (Could you make the dialogue? Is it difficult?)

D : *Nggak kok, kan aku yang jadi pembelinya jadi aku cuma buat dikit terus temen ku buat yang separo.* (No....I was as a customer, so I just made a dialogue for me then the rest is made by my partner.)

(Appendix F/ Interview Transcript/ First Student/ First Draft Implementation/ Unit 1)

R : ...*kemarin bisa bikin nggak?* (Could you make the dialogue?)

P : *Bisa...aku bikin yang No. 1.* (Yes...I made the dialogue based on the situation number two.)

(Appendix F/ Interview Transcript/Third Student/ First Draft Implementation/ Unit 1)

...Then, they read the instruction and start to do the task. Two pairs of students want to be volunteers and come to the class to practice their own dialogue. They practice the dialogue like a true customer and shop assistant. Each pairs describes different things and they can make the dialogue well. They can describe the things clearly.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

e. Teacher's role

Based on the results of the interview and field note, the teacher was successful lead the students to image the situation before they made the dialogue. Therefore, the students were able to make and practice the dialogue like in the real life. The teacher walked around the class to manage and check the students' works when the students made the dialogue. In conclusion, the teacher's role in Task 10 is effective.



R : ...*Ada kesulitan nggak dalam ngerjain dialognya?* (Is there any problem when doing this task?)

L : *Alhamdulillah nggak mbak. Kan kalau ada yang nggak tahu bisa tanya mbak'e.* (Alhamdulillah....No mis. If I have problems I can ask you.)

(Appendix F/ Interview Transcript/Second Student/ First Draft Implementation/ Unit 1)

Then, I ask them to read the instruction of Task 10. I ask them to image the situation first, before they choose the situation to make a dialogue. I walk around to manage the class and check their work. After I give the students enough time to make a dialogue in pairs, I ask some of the students to practice the dialogue in front of the class with their partners.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

#### f. Setting

Based on the interview and field note, the students was no have objection to work in pairs. It means that the setting in Task 10 can support the students in the teavhing and learning process. It was proved by the results of the interview and observation.

R : *Kemarin gimana ini kan kemarin disuruh ngerjain secara berpasangan, ada kesulitan atau apa gitu?* (What do you think about work in pairs? Is there any problem?)

D : *Nggak.... Lancar-lancar aja semuanya.* (No....everything is fine.)

(Appendix F/ Interview Transcript/First Student/ First Draft Implementation/ Unit 1)

After I give the students enough time to make a dialogue in pairs, I ask some of the students to practice the dialogue in front of the class with their partners. Two pairs of students want to be volunteers and come to the class to practice their own dialogue.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

The summary of the task analysis can be seen in Table 24.

Table 24: The Summary of Each Task Component: Task 10

Component	Analysis	Revision
<b>Goal:</b> Checking the students' understanding of the materials.	Effective	-
<b>Input :</b> Some situations	The second situation is too difficult for students.	Changing the second situtaion with the other situations.
<b>Activity:</b> Making dialogue and practicing the dialogue.	The activity is boring.	Changing the activity with the interesting one.
<b>Students' roles:</b> Participant and actor	Effective	-
<b>Teacher's role:</b> Facilitator	Effective	-
<b>Setting :</b> In pairs	Effective	-

## 11. Task 11

### a. Goal

After studying Task 10, the students were able to make a dialogue. It means that the students were able to achieve the goals in this task. The interview transcripts and field note can be the evidence.

R : ...dik Dinda udah bisa belum kalau disuruh mendiskripsikan benda? (Can you describe thing when someone asks you?)

D : Bisa mbak...kan udah banyak latihan, udah dikasih contoh ekspresinya juga. (Yes, I can. I have tried to do many tasks in this unit, and then you also have given the examples of expressions of describing things.)

(Appendix F/ Interview Transcript/First Student/ First Draft Implementation/ Unit)

R : Berarti udah bisa ya kalau disuruh mendiskripsikan benda? (You describe thing if someone asks you.Cannot you?)

P : Insyaallah...(Insyaallah)

(Appendix F/ Interview Transcript/Third Student/ First Draft Implementation/ Unit 1)

After they performed, I ask to the whole class whether they have any problem or not. The students have understood and have no problem in doing this task.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

#### b. Input

The inputs in this task are four pictures. Based on the interviews and observation results, the students liked the pictures. They said that the pictures were understandable. They also stated that those pictures could help them make a dialogue. However, one of the interviewees said that the second picture had to be brightened. In conclusion, the input in Task 11 had to be revised especially the second picture. It can be seen in the interview transcripts and field note.

R : ...*Gambarnya ini udah jelas belum? Apa bikin bingung?* (Are the pictures clear? Are you confused?)

D : *Jelas kok mbak, bagus.* (The pictures are clear.)

(Appendix F/ Interview Transcript/First Student/ First Draft Implementation/ Unit 1)

R : ...*Gambarnya jelas nggak dik?* (Are the pictures clear?)

L : *Jelas kok mbak, cuma yang No. 2 ini agak gelap.* (The pictures are clear, but for number two is dark.)

(Appendix F/ Interview Transcript/Second Student/ First Draft Implementation/ Unit 1)

R : ...*Kalau gambarnya gimana udah jelas belum?* (How about the picture? Are they clear?)

P : *Sudah...gambarnya bagus-bagus.* (Yes, the pictures are clear. They are good.)

(Appendix F/ Interview Transcript/Third Student/ First Draft Implementation/ Unit 1)

Then I ask about the clarity of the pictures. They say that all of the pictures are clear and understandable.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

### c. Activity

In this task, the students were asked to memorise the dialogue and to practice the dialogue in front of the class. Before performing, the teacher gave them chance to memorise and to practice the dialogue in their seats. Based on the interviews, the students were shy and afraid to perform but they could solve this.

In conclusion, the activity in Task 11 is effective.

R : *Terus ada kesulitan nggak dik waktu maju?* (Is there any difficultiy when you practice the dialogue?)

L : *Ya cuma malu aja sih mbak...tapi untung berdua jadi malunya ada temennya.* (I was shy Miss.....Fortunately, I practiced the dialogue with my friend, so I was not shy.)

R : *...Kalau kegiatan yang ini gimana dik?* (How about the activity in this task?)

L : *Takut mbak, kalau nggak hafal...* (I was afraid if I could not memorise the dialogue.)

(Appendix F/ Interview Transcript/Second Student/ First Draft Implementation/ Unit 1)

I tell to the whole class that they have to memorise their own dialogue and then practice it in front of the class. The students shout and say that it is difficult to memorise the dialogue. Then, I explain that each student only memorise their part. The students understand and start to practice to memorise the dialogue in their seats. I give them time about ten to fifteen minutes to memorise the dialogue. After fifteen minutes, I give the students chance to come in front of the class.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

### d. Students' role

The students were asked to memorise the dialogue. Based on the field note, the students refused to memorise the dialogue. However, the students agreed to memorise and practice the dialogue after the teacher explained the rule. Therefore, they were willing to be volunteers and to practice the dialogue with

their partners. Although they looked tired, they were still active. In conclusion, the students' role in Task 11 is effective.

*R : ...bisa ngerjain PR nya to? (Could you do the homework?)*

*D : Iya bisa mbak. Kan ngerjainnya sama temen mbak jadi ya nggak susah banget. (Yes Miss. I did the homework with my friend, so it was not too difficult.)*

(Appendix F/ Interview Transcript/First Student/ First Draft Implementation/ Unit 1)

Then, I explain that each student only memorise their part. The students understand and start to practice to memorise the dialogue in their seats. I give them time about ten to fifteen minutes to memorise the dialogue. After fifteen minutes, I give the students chance to come in front of the class. I invite the other students to practice. Two girls come in front of the class as volunteers. Actually, they look tired and bored.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

#### e. Teacher's role

The teacher had given a clear explanation to the students. When the students performed in front of the class, the teacher sat in the back row and listened to the students' performance. In conclusion, the teacher's role facilitated the students in the teaching and learning process. It can be found in the extracts of the interview transcripts and field note.

*R : ...Sekarang kalau yang Task 11, ini kan buat PR, kemarin bingung nggak waktu baca perintahnya? (How about Task 11? Were you confused when reading the instruction?)*

*D : Nggak kok mbak. Kan sebelumnya udah dikasih penjelasan sama mbk'e. (No, because you have given clear explanation.)*

(Appendix F/ Interview Transcript/First Student/ First Draft Implementation/ Unit 1)

I still stay in the back row and listen to them. After they performed, I ask to the whole class whether they have any problem or not.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

## f. Setting

Based on the interview and field note, the students enjoyed to work in pairs. They also had no objections to work in pairs. In conclusion, the setting in Task 11 supports the students to do the task.

*R : Ini kan ngerjainnya berpasangan, gimana ada masalah nggak? (In this task, you worked in pairs. What do you think? Is there any problem?)*

*D : Nggak kok mbak, kan jadi bisa separo-separo bikinnya. Hehehhee (No, Miss. I could share with my partner.)*

*R : ...bisa ngerjain PR nya to? (Could you do the homework?)*

*D : Iya bisa mbak. Kan ngerjainnya sama temen mbak jadi ya nggak susah banget. (Yes, I could do the homework because I did the homework with my friend.)*

(Appendix F/ Interview Transcript/First Student/ First Draft Implementation/ Unit 1)

I also give them homework on page eleven and I ask them to work in pairs.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

The summary of the task analysis can be seen in Table 25.

Table 25: The Summary of Each Task Component: Task 11

Component	Analysis	Revision
<b>Goal:</b> Checking the students' understanding to the materials.	Effective	-
<b>Input :</b> Some pictures	The picture number two still needs to be brightened.	Brightening the picture.
<b>Activity:</b> Making a dialogue based on one of the pictures and practicing the dialogue.	Effective	-
<b>Students' roles:</b> Participant and actor	Effective	-
<b>Teacher's role:</b> facilitator	Effective	-
<b>Setting :</b> In pairs	Effective	-

## 12. Task 12

### a. Goal

The goal in this task is effective. Based on the interview and field note, the students were able to make a dialogue about describing things. It can be seen from the interview transcripts and field note.

R : *Ya udah berarti bisa juga kan dik kemarin ngerjain ini?*  
(Could you do this task?)

D : *Insyaallah mbak.* (Insyaallah Miss)

R : *Jadi kalau besok kerja beneran di toko, udah bisa mendiskripsikan barang ya?* (Can you describe things in the future?)

D : *Insyaallah mbak....* (Insyaallah Miss)

(Appendix F/ Interview Transcript/First Student/ First Draft Implementation/ Unit 1)

In about 20 minutes they can be able to make the dialogue.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

### b. Input

Based on the interview, the situations were suitable for the students of Marketing Program. They could understand the situation. In conclusion, the input of Task 12 is effective. It can be seen from the interview transcripts.

R : *Menurut dik Dinda soal yang Task 12 ini udah sesuai belum sama jurusan Penjualan?* (What do you think about Task 12? Is it appropriate for The students of Marketing Program?)

D : *Udah mbak, kan ini disuruh mendiskripsikan benda juga.*  
(Yes, Miss. In this task, we were asked to describe things.)

(Appendix F/ Interview Transcript/First Student/ First Draft Implementation/ Unit 1)

### c. Activity

In Task 12, the students were asked to make a dialogue based on the situation provided. Based on the interview and field note, the students said that the

activity was not difficult. They could make a dialogue based on the situation provided. It can be concluded that the activity in Task 12 is effective. It can be seen from the interview transcripts and field note.

R : ...*Nah...kalau tentang kegiatannya gimana?* (How about the activity?)

D : *Ya....Enak mbak soalnya cuma ngumpul aja jadi nggak perlu maju....hehehhe kan aku nggak suka maju.* (It was relaxed, because you didn't ask me to practice.)

(Appendix F/ Interview Transcript/First Student/ First Draft Implementation/ Unit 1

I ask them to do Task 12 in a piece of paper and ask them to submit it to me. It is because there is no enough time to practice the dialogue. While the students making the dialogue with their partners, I walked around the class to check the students' works. In about 20 minutes they can be able to make the dialogue.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

#### d. Students' roles

Based on the interview and field note, the students had no problem doing the task. They could make the dialogue well. It means that the students are active in the classroom. It can be found in the extracts of the interview transcript and field note.

R : *Ya udah berarti bisa juga kan dik kemarin ngerjain ini?* (Could you make the dialogue?)

D : *Iya, insyaallah mbak.* (Yes Miss....Insyaallah.)

(Appendix F/ Interview Transcript/First Student/ First Draft Implementation/ Unit 1

While the students making the dialogue with their partners, I walked around the class to check the students' works. In about 20 minutes they can be able to make the dialogue.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)



e. Teacher's role

Based on the interview and field note, the teacher had given a clear explanation to the students. It means that the teacher's role promote the students in the teaching and learning process. It can be seen from the extracts of the interview transcripts and field note.

*R : Berarti kemarin ngerjain nggak? (Did you make the dialogue?)*

*L : Ya ngerjain mbak, tapi kan aku dengerin perintah yang dari mbaknya jadi ngerti, hehehehe (Yes, I did. I listened your instruction and I understood.)*

(Appendix F/ Interview Transcript/First Student/ First Draft Implementation/ Unit 1)

While the students making the dialogue with their partners, I walked around the class to check the students' works. In about 20 minutes they can be able to make the dialogue.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

f. Setting

In Task 12, the students worked in pairs to make the dialogue. Based on the interview and field note, they had no objections to work in pairs, because they needed a partner to help them make the dialogue. In conclusion, the setting of Task 12 is effective. Here are the interview transcripts and field note.

*R : Oh... kemarin kan ngerjainnya berpasangan lagi, gimana dik ada masalah nggak? (You have worked in pairs. What do you think? Is there any problem?)*

*L : Nggak... Ya untung aja berdua mbak...kalau sendiri kan bisa nggak selesai kemarin aku. (No, Miss. It was helpful to work in pairs.)*

(Appendix F/ Interview Transcript/First Student/ First Draft Implementation/ Unit 1)

While the students making the dialogue with their partners, I walked around the class to check the students' works. In about 20 minutes they can be able to make the dialogue.

(Appendix E/ Field Note/ Second Meeting/ First Draft Implementation/ Unit 1)

The summary of the task analysis are presented in Table 26.

Table 26: **The Summary of Each Task Component: Task 12**

Component	Analysis	Revision
<b>Goal:</b> Checking the students' understanding to the materials.	Effective	-
<b>Input :</b> A situation	Effective	-
<b>Activity:</b> Making a dialogue	Effective	-
<b>Students' roles:</b> Participant	Effective	-
<b>Teacher's role:</b> facilitator	Effective	-
<b>Setting :</b> In pairs	Effective	-

### 3) The Revision of the First Draft of Unit 1

The data that were gained from the interview and observation were used to make an improvement of the first draft of Unit 1. Table 27 presents the revision of Unit 1.

Table 27: **The Revision of the First Draft of Unit 1**

Name of Task	Component to be revised	Improvement
Task 1	-	-
Task 2	<b>Input:</b> Some of the words are difficult for the students.	Providing a table consists of some difficult words and their meanings.
Task 3	-	-
Task 4	-	-
Task 5	-	-
Task 6	-	-
Task 7	<b>Goal:</b> Some of the students are unable to use the Simple Present Tense.	Providing a grammar exercise to practice using the Simple Present Tense. Therefore, there is a grammar exercise (in the second draft) under the formula of the Simple Present Tense.

Name of Task	Component to be revised	Improvement
	<b>Input:</b> The input is difficult to understand by the students.	Giving the students more examples how to use the Simple Present Tense. Therefore, there are some examples of sentences using the Simple Present Tense.
	<b>Students' roles:</b> Some students cannot participate well in the classroom.	Asking the students not only to listen to the teacher's explanation, but also they are asked to make some sentences using the Simple Present Tense. They are also asked to do the grammar exercise.
Task 8	<b>Input:</b> The second dialogue is not balance between the part for the shop assistant and customer.	Changing the dialogue become similar to the first dialogue.
Task 9	<b>Setting:</b> The students find problems during work in the whole class.	Dividing the students into two groups. Therefore, the instruction in Task 9 is changed.
Task 10	<b>Input:</b> The second situation is too difficult for the students.	Changing the second situation with the other situations.
Task 10	<b>Activity:</b> The activity is boring.	Providing an interesting activity i.e. playing a game during doing Task 10.
Task 11	<b>Input:</b> The second picture is not clear.	Brightening the second picture.
Task 12	-	-

## **b. The Implementations, Evaluations, and Revisions of the First Draft of Unit 2**

### **1) The Description of the First Draft Implementation of Unit 2**

The second developed material, entitled *How Much is It?*, presents the expressions of asking for information. Unit 2 consists of twelve tasks. The students learnt how to ask information and how to respond. They also learnt Wh-questions because when asking for information they needed to use that formula. This unit was implemented once. It was conducted on February 22, 2011. The lesson was started at 11.15 until 13.40. Like in Unit 1, the researcher was also as a teacher in this meeting. The activities are presented as follows.

The teacher started from the Warming up task. She showed pictures and asked the students some questions. She also asked them to read the sentences in the box provided. It was aimed to tell the goals of studying this unit. Then, she continued to the next task i.e. Task 1. In this task, the students also were asked to look at the picture and answer some questions related to the picture orally. It was aimed to direct the students' attention to the topic and prepare their mind to deal with it.

The next activity was answering the questions based on the dialogue. The students were asked to read the dialogue provided and answer the questions that follow by stating the statements whether they were true or false. It was aimed to find out the students understanding of the dialogue.

Then, the teacher continued discussing Task 3. This task is aimed to introduce the expressions of asking for information and numbers to the students. First, the teacher gave the example how to pronounce the expressions and numbers.

After that, she asked the students to repeat after her. She did not tell the meaning of the expressions directly but she let the students find out the meaning by themselves by looking the responses.

The teacher moved to the next task i.e. Task 4. This task provided some words that may appear in the next task. In this task, the students were asked to find out the meanings of the words in the table. They could open the dictionary if they needed it. After they found all the answers, the teacher discussed the answers together. Then, she pronounced the words one by one.

In Task 5, the students worked in pairs. They were asked to find out the expressions of asking for information from the dialogue provided. After they found the expressions, they rewrote the expressions in the box provided. Then, the teacher discussed the answers together.

The teacher continued explaining how to make and use Wh-questions in Task 6. At first, she explained the formula of Wh-questions. After that, she gave the students some examples and then told them how to use Wh-questions. They listened to the teacher's explanation and wrote what the teacher wrote in the board.

To find out the students' understanding of the use of Wh-questions, the teacher asked them to do Task 7. They had to complete the dialogue using the appropriate expressions provided in the box. They completed the dialogue with their friends (in pairs). After that, they were asked to practice the dialogue in front of the class.

Actually, Task 8 is same as with Task 7 but in Task 8 there is no expressions provided in the box. The students were asked to work in pairs and completed the dialogue. After that, they had to practice the dialogue with their partners.

After doing some tasks, the teacher asked the students to play a game in Task 9. The students had to mention the price of the things around in the class and tell their friends the different price between two items. The game did not run well because it was too difficult for them.

The teacher moved to Task 10. In this task, the students had to make a dialogue based on the situation provided in pairs. They also had to practice the dialogue in front of the class. This task was aimed to make the students familiar with the situation that may occur in the future.

The next task was Task 11. The students were asked to make a dialogue and practice the dialogue in front of the class. They had to look at the data in the box to help them make the dialogue.

The last task was Task 12. To make sure that the students really understood the materials, the teacher asked them to make a dialogue once again. In this task the students did not practice the dialogue because of the limitation of the time. They were only submitted the work.

## **2) The Evaluation of the First Draft of Unit 2**

After implementing the first draft of Unit 2, the researcher administered the third questionnaire to the students of XPJ2. The quantitative data were gained from

that questionnaire. There were also the qualitative data that were gained from the interviews and observation. The qualitative data are aimed to support the quantitative data. Here are the descriptive statistics of the students' responses to the first draft implementation of Unit 2.

**Table 28: The Descriptive Statistics of Students' Responses to the First Draft of Unit 2 as a whole**

No.	Statement	N	Mean	SD	Info
<b>Goal</b>					
1.	The materials are able to help the students to improve their English ability which will be used in the future work place.	28	4.18	.548	Agree
2.	The materials give information about marketing.	28	4.14	.356	Agree
3.	The materials are able to improve students' vocabulary.	28	4.11	.416	Agree
4.	The materials are able to improve students' grammar.	28	3.75	.441	Agree
5.	The materials are able to improve students' pronunciation.	28	3.93	.466	Agree
6.	The materials are able to improve students' ability in certain expression (in this unit is asking for information).	28	4.00	.471	Agree
<b>Materials appropriateness</b>					
7.	The materials are based on the students' needs.	28	3.89	.497	Agree
<b>Input</b>					
8.	The dialogues in this unit are suitable for the students of Marketing Program.	28	3.96	.429	Agree
9.	Materials input in this unit are various.	28	3.96	.637	Agree
10.	The dialogues in this unit are able to help the students in communicating using English in the future work place.	28	4.11	.497	Agree

No.	Statement	N	Mean	SD	Info
<b>Organisation of tasks</b>					
11.	Tasks in this unit are arranged well, from the guided tasks to the free guided tasks.	28	3.89	.567	Agree
12.	Tasks in this unit are arranged well, from the easiest to the most difficult.	28	4.11	.497	Agree
13.	Tasks in this unit are arranged from comprehension skill to the ability that are required the students to communicate well.	28	4.00	.667	Agree
<b>Activity</b>					
14.	The activities require the students to be active students.	28	4.04	.429	Agree
15.	The activities are various.	28	3.71	.535	Agree
<b>Teacher's role</b>					
16.	The teacher is as a facilitator.	28	3.86	.525	Agree
17.	The students are able to finish the tasks by themselves.	28	3.39	.629	Neutral
<b>Students' roles</b>					
18.	The students become active during the teaching and learning process.	28	3.79	.630	Agree
<b>Setting</b>					
19.	The tasks require the students to work in pairs, group, and individual.	28	4.25	.518	Agree
20.	The individual tasks are able to improve the students' ability to study independently.	28	4.00	.667	Agree
21.	The pair works and the whole class activity are able to improve the students' ability to communicate.	28	4.25	.645	Agree
<b>Vocabulary</b>					
22.	The vocabulary task is able to help the students understand the text.	28	4.00	.544	Agree
23.	The vocabulary involved in this unit is simple.	28	3.86	.591	Agree
<b>Instruction</b>					
24.	The instruction in each task is clear and understandable.	28	3.61	.685	Neutral
<b>Layout</b>					
25.	The appearance of this unit is eye-catching.	28	3.93	.663	Agree



Based on Table 29, it can be found that most of the mean values are in a range of  $3.7 < \bar{x} \leq 4.5$  except statements 17 and 24. The mean values for those statements are 3.39 and 3.61. They are categorised into 'neutral'. It means that the researcher had to consider the results of the interviews and observation to determine whether the components have to be revised or not. Meanwhile, the other components are categorised into 'agree'. In conclusion, the second developed material is well-developed.

In order to support the quantitative data, the interviews and observation were conducted. The interviews were conducted after administering the third questionnaire. There was a group of students which consisted of four students. The complete interview transcript can be found in the Appendix F. Meanwhile, the observation was conducted during the teaching and learning process. The result of the observation was in the form of field note. It is available in the Appendix E.

The are the descriptions of each component of Unit 2 in general gained from the third questionnaire, an interview and a field note.

### **1. Goal**

Based on the results of the third questionnaire, the goals in Unit 2 can be reached by the students. It is represented in the statements one to six. The mean value for the first statement is 4.18, 4.14 for the second statement, 4.11 for the third statement, 3.75 for the fourth statement, 3.93 for the fifth statement, and 4.00 for the sixth statement. After consulted to the conversion table, they are categorised into

‘agree’ because the mean values are in a range of  $3.7 < \bar{x} \leq 4.5$ . The data was supported by the results of the interview and observation.

R : *Untuk keseluruhan gimana, Unit 2 ini? Setelah mempelajari Unit 2 ini...Kalian sudah tahu belum bagaimana memberi informasi kepada customer... terus kalian juga misalnya menanyakan informasi dari customer...udah bisa belum?* (What do you think about the whole Unit 2? After you have learnt Unit 2, have you known how to give information to your customer? Do you know how to ask information to your customer?)

SS : *Sudah...sudah...sudah...* (Yes, we have)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

I use the rest time to ask about the materials. I ask them whether they have problems in Unit 2 or not. The students have no problems. Then, I check the students understanding by showing a Rubik to them. I ask them to give me some questions to get information about Rubik. The students give me some questions such as asking the price, asking the other models, asking the shape, etc.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

## 2. Input

As general, the inputs in Unit 2 are understandable and appropriate for the students of Marketing Program. The input statements are represented in statements eight up to ten. The results of the mean values are 3.96 for statements eight and nine, and 4.11 for statement ten. They are categorised into ‘agree’. The interview and observation were conducted to support the results of the third questionnaire. Here are the extracts of the interview transcript and field note.

R : *Ya... terus untuk dialognya... gambar-gambarnya... udah jelas belum?* (How about the dialogues and pictures? Are they clear?)

SS : *Udah...udah pas mbak...* (Yes, they are good)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

I use the rest time to ask about the materials. I ask them whether they have problems in Unit 2 or not. The students have no problems.  
(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

### 3. Activity

Based on the results of the questionnaire, the activities in Unit 2 are interesting and various. It is proved by the fourteenth statement which has mean value 4.04 and 3.71 for the fifteenth statement. They are categorised into 'agree'. However, based on the interview and observation, the students felt bored with the activities in this unit. Therefore, the activities in Unit 2 should be revised.

R : *Terus untuk kegiatannya gimana? Membosankan?* (How about the activities? Are they boring?)

SS : *Iya... membosankan....harus lebih ditambahkan lagi biar lebih menarik.* (Yes, they are boring....they must be more interesting.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

The other students listen to them, but some of the students look bored.  
(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

### 4. Students' roles

During the implementation of the first draft of Unit 2, the students were active joining the teaching and learning process. It can be seen from statements seventeen and eighteen. The mean values are 3.39 and 3.79 for each statement. Statement seventeen is categorised into 'neutral'. It means that the researcher had to consider the data from the interview and observation. Meanwhile, statement eighteen is categorised into 'agree'. In order to gain more information, the interview and observation were conducted.

R : *Terus neh...kalian ada kesulitan nggak waktu mengerjakan*

*keseluruhan latihan-latihan di unit ini?* (Do you have any problem when you did all the exercises in this unit?)

SS : *Nggak...* (No, we didn't.)

R : *Beneran? Coba dik Rahma ada kesulitan nggak?* (Really? How about Rahma, do you have any problem?)

Ra : *Nggak....kan aku mengerjakannya sama teman ku mbak.* (No...because I did the tasks with my friends.)

R : *Kalau mengerjakan sendiri ada kesulitan nggak?* (Did you find any problem if you did the exercises individually?)

Ra : *Sedikit...* (Just a little bit Miss...)

SS : *Kesulitannya gimana?* (Why did you find problems?)

Ra : *Emmm...kalau sendiri nggak yakin aja mbak itu udah benar atau belum, tapi kalau berdua kan bisa mikir berdua.* (Ummm...I was not sure whether my answers were true or not if I did the exercises individually.)

R : *Kalau yang lain gimana?* (How about the others?)

SS : *Bisa mbak...* (We have no problem.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

I use the rest time to ask about the materials. I ask them whether they have problems in Unit 2 or not. The students have no problems. The students are active and enthusiastic to respond my questions.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

In conclusion, the students were active during the teaching and learning process. However, they were not confidence when they were asked to work individually. To solve this problem, the researcher has to create activity to improve their confidence.

## 5. Teacher's role

The teacher could facilitate the students during the teaching and learning process. It can be seen from the mean value of the sixteenth statement i.e. 3.86. It is categorised into 'agree'. It means that the students agreed with the teacher's role in the class. The other data were gained from the interview and observation. Data from

the interview and observation also show the same results. Here are the extracts of the interview transcript and field note.

R : *Peran saya disini sebagai guru gimana? Sudah membantu kalian belum dan sudah sesuai belum?* (How about the teacher's role? Did I help you?)

SS : *Udah.... Sangat membantu bisa ditanya-tanya kalau ada yang nggak bisa.* (Yes, you really help us...we can ask you if we have problems.)

R : *Untuk penjelasan dan pengarahan yang saya berikan sudah jelas apa belum?* (How about my guidance and my explanation? Is it clear?)

SS : *Udah* (Yes, it is.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

I use the rest time to ask about the materials. I ask them whether they have problems in Unit 2 or not. The students have no problems. Then, I check the students understanding by showing a Rubik to them. I ask them to give me some questions to get information about Rubik. The students give me some questions such as asking the price, asking the other models, asking the shape, etc.

(Appendix/ Field Note/ First Draft Implementation/ Unit 2)

## 6. Setting

The questionnaire shows that the students agreed with the statements related to the setting that is used during the teaching and learning process. The setting statements are represented in statements nine up to twenty one. The mean values are 4.25, 4.00, and 4.25 respectively. The students had no problem to work in whole class, in pairs, and individual. It is supported by the results of the interview and observation. In conclusion the setting in Unit 2 can help the students doing the tasks.

R : *Tapi untuk kalian kerja berpasangan... kalian ada masalah nggak?* (Do you have problems to work in pairs?)

SS : *Nggak...nggak....nggak ada masalah....* (No, we have no

problem.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

I use the rest time to ask about the materials. I ask them whether they have problems in Unit 2 or not. The students have no problems. Then, I check the students understanding by showing a rubik to them. I ask them to give me some questions to get information about rubik. The students give me some questions such as asking the price, asking the other models, asking the shape, etc.

(Appendix/ Field Note/ First Draft Implementation/ Unit 2)

In order to know the effectiveness of each component in each task, the task component has to be analysed one by one. The data from the interview and field note were as the bases to judge whether the components in each task are effective or not.

## 1. Task 1

### a. Goal

Task 1 is aimed to direct the students to the main activity. The students were introduced to some expressions of asking for information. After answering the questions, the students were able to mention some expressions of asking for information. Based on the interview and observation, the goals in Task 1 could be achieved by the students. It means that the goal in Task 1 is effective.

R : *Iya...Nah kalau yang di Unit 2 ini tahu nggak?* (What is it about?)

SS : *Mencari informasi...* (Asking for information)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

From this task the students know what expressions that can be used to ask information.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

### b. Input

The input in Task 1 is a picture of people in the book shop. The results of the interview and observation show that the picture is clear and understandable.

R : *Ini kan ada gambar nih di Task 1...kira-kira udah jelas belum gambarnya?* (We have picture in Task 1, is it clear?)

SS : *Udah...* (Yes, it is.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

When I ask about the picture whether it is clear or not, the students answer that the picture is clear enough.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

### c. Activity

Based on the results of the interview, the activity in Task 1 is boring. The students felt bored when they were asked to answer the questions based on the picture again as in Unit 1.

R : *Iya... kalian nih kegiatannya di Task 1 kan cuma menjawab kaya gitu to...saya yang tanya...kalian yang njawab.... kalau gitu pye?? Cukup membantu atau gimana?* (In Task 1 you were asked to answer the questions. What do you think? Is it helpful or not?)

SS : *Agak membosankan...* (It was boring)

Ri : *Agak membosankan...* (It was boring)

R : *Oh...agak membosankan...* (Oh... so it was boring)

SS : *habis Tanya-tanya terus* (Yes... because you just gave me some questions.)

R : *Terus mintanya gimana?* (So, what do you want?)

Ra : *Mintanya ada permainannya...ada hadiahnya juga....hahaha* (We want more games and prize. Hahahha)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

However, based on the field note during the implementation of Unit 2, the students were active answering the questions in Task 1. They had different answers from another. It can be concluded that the activity in Task 1 should be revised.

They are active and enthusiastic in attending the activity in Task 1.  
(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### d. Students' roles

In Task 1, the students were asked to look at the picture and answer the questions based on the picture. They were active answering the questions. The students could answer the questions from the teacher correctly. It can be seen from the interview transcript.

R : *Terus kalian bisa jawab pertanyaan yang ini nggak? (Could you answer the question?)*

SS : *Apa picture ini? Apa yang orang-orang lakukan? (What picture is it? What do they do?)*

R : *He'em.....jadi tahu ya....Terus Kemarin kalau saya Tanya....kira-kira mereka Tanya apa aja ke shop assistannya? Kalau kalian mau beli buku apa yang kalian tanyakan? (Can you guess the possible questions that are asked to the shop assistant If you want to buy a book?)*

SS : *Harganya berapa? Dapat diskon nggak? (How much is it? Can I get discount?)*

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

They have different questions to be asked for the shop assistant. The students can imagine the situation in that picture. The class becomes noisy because all the students give the answers in the same time. They are active and enthusiastic in attending the activity in Task 1.  
(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)



e. Teacher's role

Based on the interview and observation, the students had no problem with the teacher's role. The teacher could facilitate the students during the teaching and learning process. She could help the students do the tasks. It means that the teacher's role is as expected.

R : *Terus yang kemarin saya njelasinnya jelas nggak? Maksudnya ngasih pertanyaannya jelas? Mengarahkannya jelas nggak?*  
(How about my explanation? Is it clear when I gave you questions? Is my guidance clear?)

SS : *Jelas....*(Yes, it is clear.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

I ask them to look at the picture. I ask them some questions based on the picture. I also ask them to imagine when they are in a book shop want to buy books, usually what questions that they will ask to the shop assistant. They have different questions to be asked for the shop assistant.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

f. Setting

The students were asked to work in the whole class. However, based on the interview they were decided to work in pairs. They preferred work in pairs to work individual. In conclusion, the setting in Task 1 had to be revised.

R : *Nah kalau yang ini nih....kan yang ini kan nggak dibagi-bagi kelompok....kalau jawab pertanyaan ini setuju apa tidak?*  
(How about the setting? Do you agree if you do not work in a group?)

SS : *Tidak....*(No, it is not)

Ri : *Ya harusnya....maksudnya....ya nggak kelompok tapi satu kelompok dua orang... eh...maksudnya....itu nggak usah kelompok banyak –banyak satu meja aja....*(It should be work in group of two)

R : *Nggak usah banyak-banyak.....berarti in pairs maksudnya....*

*Berdua dua?* (Do you mean in pairs?)

SS : *Iya iya.....berpasang-pasangan.* (Yes, in pairs.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

They have different questions to be asked for the shop assistant. Before they answer my questions, the students discuss with their friends.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

The result of the tasks analysis can be seen in Table 29.

Table 29: **The Summary of Each Task Component: Task 1**

Component	Analysis	Revision
<b>Goal:</b> Directing the students' attention to the topic and prepare their mind to deal with it.	Effective	-
<b>Input :</b> Pictures	Effective	-
<b>Activity:</b> Answering the questions based on the pictures.	It was boring	Changing the activity
<b>Student role:</b> Participants	Effective	-
<b>Teacher role:</b> A guide and controller	Effective	-
<b>Setting :</b> Whole class	Effective	-

## 2. Task 2

### a. Goal

In Task 2, the students were expected to understand the content of the dialogue. Based on the interview and observation, they could answer the questions correctly. It means that the goal in this task could be achieved by them.

R : *Oh ya nah... setelah mempelajari task ini nih kalian bisa mempelajari isi dialog ini nggak?* (After you learnt this task, could you understand the content of the dialogue?)

SS : *Iya....udah udah...kok mbak...* (Yes Miss.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

The students are able to understand the dialogue, so they can answer the questions correctly. They also can find some expressions of asking for information from this dialogue.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### b. Input

The input in Task 2 is a dialogue. According to the data from the interview and observation, the students said that the dialogue is not too long. The situation in the dialogue also is appropriate for the students of the Marketing Program.

R : *Nah terus ini dialognya ini kepanjangan nggak* (How about the dialogue? Is it too long?)

SS : *Nggak.... Nggak...* (No, it is not.)

R : *Terus isinya dialog ini udah sesuai belum sama jurusan penjualan?* (Is the content appropriate for the Marketing Program?)

SS : *Udah....*(Yes, it is)

R : *Jadi sesuai dengan kebutuhan marketing ya?* (So, it is appropriate for the needs of marketing, isn't it?)

SS : *Iya...* (Yes, it is.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

The students are able to understand the dialogue, so they can answer the questions correctly.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### c. Activity

In this task the students were asked to answer the questions based on the dialogue by stating the statements whether they were true or false. The data from the interview and field note show that the students could enjoy the activity well.

R : *Task 2 ya sekarang ya...Sekarang yang Task 2...instruksinya jelas nggak?* (Now Task 2. How about the instruction? Is it clear?)

Ri : *Baca dialog tersebut kemudian statement ini milih benar apa salah...No 1 misalnya kaya gini contohnya.* (Read the dialogue.

Then State whether the statements are true or not. Number 1 has been done for you.)

R : *Berarti ngerti lah...* (You can understand the instruction, can't you?)

SS : *Iya...iya...* (Yes Miss)

R : *Ini iya iya ngerti beneran tow? Ngerti beneran tow?* (Are you sure?)

SS : *Iya beneran* (Yes, Miss)

R : *Jadi bisa mengikuti kegiatan di task ini ya?* (You can join the activity well, can't you?)

SS : *Bisa.* (Yes, Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

I ask the students to read the instruction first. After read the instruction, they can understand it. They start to read the dialogue and answer the questions.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### d. Students' roles

Based on the interview and observation, the students were active in the teaching and learning process. They were active to answer the questions from the teacher. It can be found in the extracts of the interview transcript and field note.

R : *Terus kalian sudah merasa aktif belum selama mengikuti kegiatan ini...* (Do you think you were active students?)

Ri : *Sudah* (Yes, Miss)

Ra : *Tapi ada yang belum lho mbak....* (But some students still not active)

R : *Ya berarti untuk beberapa ada yang aktif ada yang belum...* (So, some students were active and the others not.)

SS : *Iya....* (Yes, Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

They are active in answering the questions. They are able to understand the dialogue, so they can answer the questions correctly. They also can find some expressions of asking for information from this dialogue.

(Appendix/ Field Note/ First Draft Implementation/ Unit 2)

e. Teacher's role

Based on the interview and observation, the teacher could facilitate the students in the teaching and learning process. She could help them when they faced problems. It can be found in the extracts of the interview transcript and field note.

R : *Terus....ini kalau peran gurunya disini gimana?* (How about the teacher's role?)

SS : *Ya cukup membantu kalau misalnya kita tanya.* (It can help us, if we have some questions.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

I ask the students to read the instruction first. After read the instruction, they can understand it. They start to read the dialogue and answer the questions. I ask the students to work individually. I walk around the class and check the students' works.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

f. Setting

The students were asked to work individually in Task 2. However, based on the results of the interview, they faced some problems when they were asked to work individually. They preferred work in pairs to individually. It means that the setting in Task 2 should be revised. It can be seen in the extracts of the interview transcript and field note.

R : *Terus nah kegiatannya kan disini disuruh kerja sendiri....gimana... ada kesulitan nggak? Kalau dik Rahma ada?* (How about the activity? In this task you were asked to work individually, did you find any problem?)

Ra : *Ada....(Yes)*

R : *Ada.... kalau dik Riana ada nggak?* (How about Riana?)

Ri : *Tidak... kan tinggal lihat disini* (No...because we could look here.)

R : *Dik Novi...* (How about Novi?)

Nv : *Tidak...(No, Miss)*

- R : *Dik Yunita...* (How about Yunita?)  
 Y : *Ada....*(Yes, Miss)  
 R : *Yang ada kesulitan kenapa kesulitannya?* (Why do you find any problem?)  
 Ra : *Kalau disuruh ngerjain sendiri nggak bisa... kalau berkelompok bisa.* (If I worked alone, I could not do the task...but if I worked in a group I could do the task.)  
 R : *Oh gitu...* (Uhhh... I see.)  
 Ra : *Iya karena bisa mikir berdua...*(It is because we can share with friends.)  
 R : *Kalau dik Yunita...* (How about you, Yunita)  
 Y : *Sama mbak... sama kaya gitu...* (I have the same idea Miss.)  
 (Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

I ask the students to work individually. However, some students decide to discuss Task 2 with their friends.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

After analyzing the task components of Task 2, the results can be seen in

Table 30.

Table 30: **The Summary of Each Task Component: Task 2**

Component	Analysis	Revision
<b>Goal:</b> Directing the students' attention to the topic and prepare their mind to deal with it.	Effective	-
<b>Input :</b> Dialogue	Effective	-
<b>Activity:</b> Answering the questions based on the dialogue.	Effective	-
<b>Student role:</b> Participants	Effective	-
<b>Teacher role:</b> A guide and controller	Effective	-
<b>Setting :</b> Individual	The students prefer working in pairs to working individual.	The students were asked to work in pairs.

### 3. Task 3

#### a. Goal

Based on the results of the interview and observation, the goal in Task 3 can be reached by the students. They became familiar with some expressions of asking for information. They were also able to pronounce the numbers correctly. It can be found in the extracts of the interview transcript and field note.

R : *Terus kita ke Task 3... Kalau kita membaca task ini ya...kalian jadi tahu nggak macam-macam ekspresi untuk menanyakan informasi gitu...*(OK, now move to Task 3. Do you know expressions of asking for information after reading the dialogue?)

SS : *Iya tahu-tahu.... Pakai could... pakai I'd like...* (Yes, we can. It can use 'could', 'I'd like'...)

R : *Jadi setelah membaca Task 3 ini kalian jadi ngerti ya...* (So, after you read the dialogue, you understand the dialogue, don't you?)

SS : *Iya....*(Yes, Miss)

R : *Nah terus ini ada angka-angka ini juga bisa nggak ini yang numbers?* (How about the numbers, do you understand?)

SS : *Bisa... kemarin bener aku...hahaahaha* (Yes, I could do it.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

They nod their head and repeat after me. The students are able to pronounce the expressions correctly and they also are able to use the cardinal and ordinal numbers.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### b. Input

The inputs in this task are some expressions of asking for information and numbers. Based on the interview, the students could understand the expressions and they also knew how to use the cardinal and ordinal numbers correctly. It can be found in the extracts of the interview transcript and field note.

R : *OK alhamdulillah kalau gitu.... Terus ini udah jelas ya...maksudnya udah nggak ada yang bingung maksud dari ekspresi ini?* (OK, Alhamdulillah. So, is it clear? I mean that all expressions can be understood?)

SS : *Nggak....*(Yes, it can.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

The students are able to pronounce the expressions correctly and they also are able to use the cardinal and ordinal numbers.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### c. Activity

Based on the interview and observation, the students were able to pronounce the expressions and numbers correctly. They also said that the activity is not boring.

In conclusion, the activity in Task 3 can promote the teaching and learning process.

R : *Terus kegiatannya yang disini membosankan nggak? Kemarinkan cuma tak suruh baca....ngikutin...* (How about the activity? Is it boring? I just asked you to read and repeat...)

SS : *Nggak....kan jadi bisa cara bacanya.* (No, because we can know how to pronounce.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

They nod their head and repeat after me. The students are able to pronounce the expressions correctly and they also are able to use the cardinal and ordinal numbers.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### d. Students' role

The students were active in Task 3. They did not only listen to the teacher but also they tried to pronounce the expressions and the numbers correctly. In conclusion, the students were active in the teaching and learning process. It can be found in the extracts of the interview transcript and field note.



R : *OK.... Jadi ngerti ya.... Udah bisa ini membacanya.... Cara membacanya udah bisa belum?* (OK...So, you know how to pronounce these. Do you know how to pronounce?)

SS : *Iya... udah bisa...* (Yes, we can.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

The class becomes noisy because the students pronounce the expressions together. The students are able to pronounce the expressions correctly and they also are able to use the cardinal and ordinal numbers.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### e. Teacher's role

In this task, the teacher asked the students to pronounce the expressions and numbers correctly. Before asking them to pronounce the expressions, she gave them examples how to pronounce the expressions correctly. After that, she asked them to repeat. It can be concluded that the teacher can help the students in the teaching and learning process. Here are the extracts of the interview transcript and field note.

R : *Terus mengenai peranan guru di dalam kelas kemarin gimana? Udah sesuai atau membantu belum?* (How about the teacher's role in the classroom? Is it appropriate or helpful?)

SS : *Sudah...* (Yes, it is.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

I read some of the expressions and ask the students to repeat after me. The students are also introduced to cardinal and ordinal numbers. I pronounce the numbers and show the difference between two sounds which have similar sound. They nod their head and repeat after me. The class becomes noisy because the students pronounce the expressions together.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

f. Setting

In Task 3, the students were asked to work with the whole class. Based on the interview and observation results, they were not shy if they were asked to pronounce the expressions together. The data from the interview and observation can be the evidence.

R : *Kemarin waktu disuruh baca ekspresinya bersama-sama ada masalah nggak?* (Did you find any problem when read the expressions together?)

SS : *Nggak ada.....* (No, I didn't.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

The class becomes noisy because the students pronounce the expressions together. The students are able to pronounce the expressions correctly and they also are able to use the cardinal and ordinal numbers.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

After analysing the task components, the results can be summarised in Table

31.

Table 31: **The Summary of Each Task Component: Task 3**

Component	Analysis	Revision
<b>Goal:</b> Giving the students language function input and cardinal and ordinal numbers.	Effective	-
<b>Input:</b> The expressions of asking for information.	Effective	-
<b>Activity:</b> Pronouncing the expressions and numbers correctly.	Effective	-
<b>Student role:</b> Participants	Effective	-
<b>Teacher role:</b> A guide and controller	Effective	-
<b>Setting :</b> whole class	Effective	-

#### 4. Task 4

##### a. Goal

The goal of Task 4 is to enrich the students' vocabulary. According to the interview and observation results, the vocabulary provided could enrich the students' vocabulary. It can be seen in the extracts of the interview transcript and field note.

R : *OK... berarti kalian jadi bisa menambah kosa kata kalian nggak?* (OK. You can enrich your vocabulary, can't you?)

SS : *Iya... Tapi sebenarnya ini udah ada yang tahu artinya....hehehe* (Yes...actually we know some of the vocabulary.)

R : *Tapi setidaknya kalian jadi lebih tahu to?* (At least you know the words more than before, is it right?)

SS : *Iya....* (Yes Miss.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

They can match all the words correctly. They have new words after doing this task.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

##### b. Input

The input in Task 4 is some words that are often used in the Marketing Program. Based on the interview and observation, the students had no problem with the words. They could find out the meaning of the words correctly. In conclusion, the input of Task 4 can enrich the students' vocabulary.

R : *Terus... kata-kata ada yang sulit?* (Are there any difficult words?)

SS : *Nggak...Karena udah ada contohnya...* (No... because you have provided the choices as the answers.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

Then, I ask to them whether they understand or not. The students answer that they understand and begin to find out the meaning of the words. They can match all the words correctly. They have new words after doing this task.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

### c. Activity

Based on the interview and observation, the activity in this task was interesting for the students. It was easy and interesting. Therefore, the students could enjoy the activity. In conclusion, the activity in Task 4 makes the students enjoy attending the teaching and learning process. Here are the extracts of the interview transcript and field note.

R : *Kegiatannya gimana di task ini, membosankan atau menyenangkan atau gimana?* (How about the activity? Is it boring?)

SS : *Menyenangkan...gampang soalnya ini.* (It is exciting... because it is not difficult.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

They enjoy in doing this task because I have provided the meaning in Box B. The students have no problem in finishing this task.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

### d. Students' role

In Task 4, the students were active to find out the meaning of the words by themselves in the dictionary. From the interview and observation, it can be known that they did not cheat when finding the meaning of the words. It can be seen from the extracts of the interview transcript and field note.

R : *OK... bisa nggak kemarin?* (Could you do it?)

Ri : *Bisa....gampang iki....*(Yes, it was easy.)

R : *Ketemu semua?* (Could you find all the answers?)

SS : *Bisa...* (Yes, we could.)  
 R : *Cari sendiri?* (Did you find by yourself)  
 SS : *Iya....* (Yes)  
 R : *Beneran??* (Are you sure?)  
 SS : *Iya....* (Yes)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

Then, I ask to them whether they understand or not. The students answer that they understand and begin to find out the meaning of the words individually. In this meeting, the numbers of students who bring the dictionary are more than the students who do not bring the dictionary.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### e. Teacher's role

According to the results of the interview and observation, the students liked the teacher's role in the teaching and learning process. They said that the teacher could help them pronounce the words. In conclusion, the teacher can facilitate the students in the teaching and learning process. Here are the extracts of the interview transcript and field note.

R : *Nah terus untuk peran gurunya di task ini gimana?* (How about the teacher's role?)  
 SS : *Cukup membantu kita ketika kita mengucapkan kata-katanya salah.* (You could help us when we mispronounced the words.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

Then, I ask to them whether they understand or not. I also ask the students to pronounce the words by looking at the phonetic transcript in the bracket. I correct their pronunciation, if the students mispronounce the words

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

f. Setting

The setting in Task 4 is suitable with the students want. It can be known from the interview and observation results. The students agreed when the teacher asked them to work individually. Here are the extracts of the interview transcript and field note.

R : *Dah sekarang kegiatannya disini...untuk mengerjakan sendiri kalian ada kesulitan nggak?* (How about the activity? Do you find any problem to work individually?)

SS : *Nggak...* (No, Miss)

R : *Berarti nggak ada kesulitan ya?* (There were no difficulties. Right?)

SS : *Nggak... kan bisa lihat di kamus...* (Yes...we could open the dictionary.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

Then, I ask to them whether they understand or not. The students answer that they understand and begin to find out the meaning of the words individually. The students have no problem in finishing this task. They can match all the words correctly.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

Table 32 presents the summary of the task analysis.

Table 32: **The Summary of Each Task Component: Task 4**

Component	Analysis	Revision
<b>Goal:</b> Enriching the students' vocabulary.	Effective	-
<b>Input:</b> Some English words.	Effective	-
<b>Activity:</b> Finding the meaning of the words.	Effective	-
<b>Student role:</b> Participants	Effective	-
<b>Teacher role:</b> A guide and controller	Effective	-
<b>Setting :</b> Individual	Effective	-

## 5. Task 5

### a. Goal

Based on the interview and observation results, the goal in this task could be achieved. The students were able to identify the expressions of asking for information. It can be found in the extracts of the interview transcript and field note.

R : *Jadi setelah mengerjakan Task ini berarti apa ya... maksudnya berarti kalian udah tahu ya mana ekspresi yang digunakan untuk mencari informasi?* (After you learnt this task, can you identify the expressions of asking for information?)

SS : *Udah udah... udah ada di depannya soalnya...* (Yes... we can also look at the previous task.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

They have no problems in finding the expression from the dialogue.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

### b. Input

The input in this task is a dialogue. Based on the interview and observation, the students had no problem to understand the dialogue. They also said that the situation in the dialogue was appropriate for the Marketing Program. It means that the input in Task 5 is understandable and suitable for the students of Marketing Program.

R : *Terus nih dialognya gimana? Ada kesulitan kah?* (How about the dialogue? Is there any problem?)

SS : *Nggak ada mbak...* (No, Miss)

R : *Kepanjangan kependekan?* (Is it too long or not?)

SS : *Nggak... sedang sedang saja...* (No, it is enough.)

R : *Isi dialognya menurut kalian udah sesuai belum untuk jurusan penjualan?* (Is the dialogue appropriate for the Marketing Program?)

SS : *Sudah ....* (Yes, Miss)

R : *Kenapa sudah?* (Why?)

SS : *Ya karena isinya tentang jual beli.* (Because the content is related to the marketing.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

They can understand the dialogue and they have no problems in finding the expression from the dialogue.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

### c. Activity

In this task, the students were asked to find out the expressions from the dialogue. Then, they were asked to pronounce the expressions correctly. Based on the interview and observation results, the students had no problem when doing this task. They enjoyed the activity. It can be seen in the extracts of the interview transcript and field note.

R : *Nah kegiatannya kan disini....kalian bisa menemukan ekspresinya nggak?* (How about the activity? Could you find the expressions?)

SS : *Bisa...* (Yes, I could)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

They can understand the dialogue and they have no problems finding the expression from the dialogue. After they have found all of the expressions from the dialogue, the teacher discuss the answers with the whole class.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

### d. Students' role

In Task 5, the students were asked to find out the expressions from the dialogue. They were active and enthusiastic the activity in Task 5. It can be shown from the extracts of the interview transcript and field note.



- R : Menurut kalian kemarin kalian sudah merasa berpartisipasi aktif belum di task ini? (Do you think you were active in this task?)
- SS : Udah... (Yes, Miss)
- R : Misalnya ngapain coba? Dik Rahma dulu. (Give me some examples. Starting from Rahma.)
- Ra : Apa ya...aku nggak ngantuk hehehehe (Emm...I was not sleepy...hehehe)
- R : Nggak ngantuk...terus dik Riana? (Not sleepy...then Riana?)
- Ri : Menjawab pertanyaan....nyebutin jawabannya....ya pokoknya gitu lah. (Answered the questions...mentioned the answers.)
- R : OK...terus dik Novi. (OK...How about Novi?)
- N : Ehmmm....sama mbak. (Ehmm....I have the same idea Miss)
- R : Sama yang siapa? (Whose idea?)
- N : Riana...aku kan juga ikut jawab... (Riana...I also answered the questions.)
- R : Kalau dik Yunita? (How about Yunita?)
- Y : Sama juga mbak.....hehehehe (Me too Miss.)
- (Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

They still look enthusiastic in this lesson although it has been 12.00 o'clock.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### e. Teacher's role

Based on the data gained through the interview and observation, the teacher had given the students clear explanation. The students agreed with the teacher's role during doing Task 5. In conclusion, the teacher can facilitate the students in the teaching and learning process. It can be found in the extracts of the interview transcript and field note.

- R : Kalau menurut kalian saya kemarin ngajarnya gimana? (What do you think about me, when I taught you?)
- SS : Enak... (It was good.)
- Ra : Jelas... (It was clear.)

N : *Iya bisa dipahami...* (It could be understood.)  
(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

I ask the students to work in pairs. They agree and begin to read the dialogue and find out the expressions of asking for information. I walk around the class to manage and check their works. They can understand the dialogue and they have no problems in finding the expression from the dialogue. After they have found all of the expressions from the dialogue, the teacher discuss the answers with the whole class.  
(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### f. Setting

In Task 5, the students were set to work in pairs. Based on the interview and observation, they were able to do the task in pairs and they had no problem working in pairs. In conclusion, the setting in this task can promote the students doing the task. It can be seen in the extracts of the interview transcript and field note.

R : *Nah ini kan disuruh ngerjain berpasangan...gimana? Ada kesulitan?* (In this task, I asked you to work in pairs. Do you find any problem?)

SS : *Nggak... bisa ngerjain soalnya...* (No... we can do the task.)  
(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

I ask the students to work in pairs. They agree and begin to read the dialogue and find out the expressions of asking for information.  
(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

After analysing the task components, the results can be summarised in Table

Table 33: The Summary of Each Task Component: Task 5

Component	Analysis	Revision
<b>Goal:</b> Assessing the students' understanding of the language function.	Effective	-
<b>Input:</b> Dialogue	Effective	-
<b>Activity:</b> Finding the expressions from the dialogue and practicing the dialogue in front of the class.	Effective	-
<b>Student role:</b> Participants and actor	Effective	-
<b>Teacher role:</b> A guide and controller	Effective	-
<b>Setting :</b> In pairs	Effective	-

## 6. Task 6

### a. Goal

This task presents the formula of Wh-questions. The students were required to be able to use Wh-questions to ask the customers' needs. Based on the interview and observation results, some students were still confused to understand the grammar rule. It can be concluded that the goal in this task cannot be achieved. The students need more explanation about the rules of Wh-questions. It can be seen from the extracts of the interview transcript and field note.

- R : *Jadi sekarang kalian sudah bisa menggunakan Wh-questions apa belum? Dik Rahma udah bisa belum?* (Can you use Wh-questions? How about you Rahma?)
- Ra : *Kalau baru dijelasin mudeng mbak...tapi kalau disuruh ngerjain soal nggak bisa. Hehehe* (I understood when you were explaining in front of the class, but I could not do the task. Hehehehe)
- R : *OK. Kalau dik Riana gimana, udah bisa kalau membuat pertanyaan memakai wh-questions?* (How about you Riana? Can you make a question using wh-questions?)
- Ri : *Iya bisa dikit-dikit tapi kadang masih suka lupa rumusnya.* (Little Miss, sometimes I forget the formula.)
- R : *Ow...gitu, kalau dik Novi gimana?* (How about you Novi?)
- Nv : *Sama kaya Rahma mbak... kalau baru dijelasin bisa tapi kalau*

*ngerjain sendiri agak susah.* (I have the same problem with Rahma Miss.)

R : *Emm....dik Yunita gimana?* (How about you Yunita?)

Y : *Iya mbak aku juga sama...* (I have the same problem too, Miss.)  
(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

Some students ask me to explain more because they still do not understand.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### b. Input

The input in this task is the formula of Wh-questions. Based on the interview and observation, the students found the difficulties to understand and remember the rules. It can be concluded that the input in this task need to be revised.

Ri : *Ini kadang-kadang agak susah....membingungkan.* (Sometimes, it is difficult. It makes me confused.)

R : *Bingungnya gimana?* (Why?)

Ri : *Rumusnya.... Kadang-kadang susah.... lupa...*(Sometimes, I forget the formula.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

Some students ask me to explain more because they still do not understand. They have difficulties to remember the rules and use wh-questions.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### c. Activity

The activity in this task cannot help the students understand the rules of wh-questions. The students needed more grammar exercises in order to help them understand how to use wh-questions. It can be found in the extracts of the interview transcript and field note.

R : *Wah kok sama semua, atau latihannya kurang?* (All of you

have the same problems. Do you think you need more grammar excercises?)

Ri : *Iya...sebenarnya harusnya lebih ditambah lagi latihanya... Latihan untuk grammar...* (Yes, I think we need more grammar excercises.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

I write the example on the board and explain how to use it. The students are silent. They listen to my explanation.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### d. Students' role

The students in this task were asked to listen to the teacher's explanation. Based on the interview and observation, the students were still confused and they had difficulties to understand the rules of Wh-questions. It can be concluded that the students cannot follow the activity well. It can be seen from the extracts of the interview transcript and field note.

R : *Jadi sekarang kalian sudah bisa menggunakan wh-questions apa belum? Dik Rahma udah bisa belum?* (Can you use Wh-questions? How about you Rahma?)

Ra : *Kalau baru dijelasin mudeng mbak...tapi kalau disuruh ngerjain soal nggak bisa. Hehehe* (I understood when you were explaining in front of the class, but I could not do the task. Hehehehe)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

The students are silent. They are listening to my explanation. Some students ask me to explain more because they still do not understand. They have difficulties to remember the rules and use Wh-questions.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

e. Teacher's role

In this task, the teacher explained the rules of Wh-questions. Based on the interview and observation, the teacher's explanation was not clear. It can be concluded that the teacher has to give the students clearer explanation. It can be found in the extracts of the interview transcript and field note.

SS : *Saya njelasinnya pye?* (How about my explanation?)

Ra : *Pertamanya bisa... tapi akhir-akhirnya di kasih soal kok udah nggak bisa mbak...* (Firstly, I understood but I could not do the task when you asked me to do the task.)

R : *Berarti penjelasan saya kurang jelas gitu?* (it means that my explanation was not clear, was it?)

Ri : *Ya jelas tapi mungkin kurang sedikit jelas....* (It was clear but you need to explain more clear.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

I explain the formula of Wh-questions. I write the example on the board and explain how to use it. Some students ask me to explain more because they still do not understand.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

f. Setting

The students were set to work in the whole class. They were not divided into some groups. Based on the interview and observation results, the students had no objection to work in the whole class. In conclusion, the setting of Task 6 has to be changed.

R : *...Terus menurut kalain di task ini lebih baik dibagi menjadi beberapa kelompok atau seperti kemarin saja?* (Which one do you choose, this class has to be divided in to some groups or still same as yesterday?)

Ri : *Seperti kemarin...* (Same as yesterday.)

R : *Seperti kemarin... yang lain gimana?* (Same as yesterday, how about the others?)

SS : *Seperti kemarin...soalnya biar lebih konsentrasi saja.* (Same as yesterday, because the students can be more concentration.)  
(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

I explain the formula of Wh-questions to the whole class. The students are silent. They listen to my explanation.  
(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

After analysing the task components, the results can be summarised in Table

34.

Table 34: **The Summary of Each Task Component: Task 6**

Component	Analysis	Revision
<b>Goal:</b> Giving the students input of the formula of Wh-questions.	The students cannot not use Wh-questions,	Giving the students more explanation.
<b>Input:</b> The formula of Wh-questions.	The input is confusing.	Giving the students more explanation.
<b>Activity:</b> Listening to the teacher explanation	The students need more grammar exercises.	Providing grammar exercise.
<b>Student role:</b> Participants	The students are passive.	Being communicative teacher.
<b>Teacher role:</b> A guide and controller	The teacher's explanation is not clear.	Giving the students clearer explanation.
<b>Setting :</b> Whole class	Effective	Effective

## 7. Task 7

### a. Goal

The students can be reached by the students. Based on the interview and observation, the students were able to use the expressions of asking for information after they learnt this task. It can be seen in the extracts of the interview transcript and field note.

- R : ...*Jadi sekarang sudah tahu kan ekspresi yang bisa dipakai untuk menanyakan informasi?*( Can you use the expressions of asking for information?)  
 Ra : *Iya mbak.....*(Yes, Miss)  
 R : *Yang lain gimana sudah paham belum?* (How about the others? Do you understand?)  
 SS : *Sudah mbak....*(Yes, Miss)  
 R : *Sekarang sudah tahu kan gimana menggunakan Wh-questions?* (Now, can you use wh-questions?)  
 SS : *Sudah... Insyaallah...*(Yes, Insyaallah)  
 (Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

After they have finished, I discuss the answer together. The students can complete the dialogue correctly.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### b. Input

The input in Task 7 is a dialogue. Based on the interview and observation, the dialogue was understandable. It was also appropriate for the students of Marketing Program. In conclusion, the input of Task 7 can promote the teaching and learning process. It can be seen from the extracts of the interview transcript and field note.

- R : *Dialognya kepanjangan nggak?* (Is the dialogue too long?)  
 SS : *Nggak.... Udah Pas....*(No..it has enough length.)  
 R : *Isinya udah sesuai belum sama jurusan kalian?* Is the content suitable for your skill program?)  
 SS : *Udah kok mbak.... Ini kan menanyakan tentang harga....*(Yes, because it is about asking of price.)  
 (Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

They have no problems in comprehend the dialogue, so they can practice the dialogue well.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)



### c. Activity

In Task 7, the students were asked to complete the dialogue and practice the dialogue with their partners in front of the class. The students were not shy to come in front of the class. It can be concluded that the activity in this task gives the students chance to communicate with English.

R : *Kalau kegiatan di task ini gimana? Menyenangkan nggak?*  
(How about the activity in this task? Is it interesting?)

SS : *Ya...lumayan-lumayan....*(Yes, it is interesting.)

R : *Terus nih kalian bosan, atau merasa kesulitan nggak dalam mengerjakan task ini?* (Are you bored when you do this task? Or do you have any problem?)

Ri : *Nggak...soalnya udah ada pilihannya...*(No, because there are some options.)

SS : *Iya....*(Yes, agree.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

Then, I give the students chance to come in front of the class. A student raises her hand. She wants to practice the dialogue with her partner. The other students listen to them while checking the answers. Then, I ask the other students to practice the dialogue once more. After wait for a minute, a student raises her hand. She practices the dialogue in front of the class with her partner. Then, I ask the other students to be quiet and listen to their friends' performances.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

### d. Students' role

Based on the field note, the students were willing to practice the dialogue in front of the class. In addition, based on the results of the interview, they were not bored. They were active in this task. It can be seen in the extracts of the interview transcript and field note.

R : *Terus nih kalian bosan, atau merasa kesulitan nggak dalam mengerjakan task ini?* (Are you bored when you do this task? Or

do you have any problem?)

Ri : *Nggak...soalnya udah ada pilihannya...*(No, because there are some options.)

SS : *Iya....*(Yes, agree.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

The students can complete the dialogue correctly. Then, I give the students chance to come in front of the class. A student raises her hand. She wants to practice the dialogue with her partner. The other students listen to them while checking the answers. Then, I ask the other students to practice the dialogue once more. After wait for a minute, a student raises her hand. She practices the dialogue in front of the class with her partner. Then, I ask the other students to be quiet and listen to their friends' performances. They have no problems in comprehend the dialogue, so they can practice the dialogue well.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### e. Teacher's role

Based on the interview and observation, the teacher can facilitate the students in the teaching and learning process. The teacher had given them clear explanation and guidance. It can be found in the extracts of the interview transcript and field note.

R : *Sekarang berhubungan sama peran gurunya, gimana nih?*  
(How about the teacher's role?)

SS : *Bagus....udah jelas dalam memberi penjelasan dan pengarahan.* (Good, you have given us clear explanation.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

I ask them to work in pairs again. Then, I give the students chance to come in front of the class. A student raises her hand. She wants to practice the dialogue with her partner. The other students listen to them while checking the answers. Then, I ask the other students to practice the dialogue once more. After wait for a minute, a student raises her hand. Then, I ask the other students to be quiet and listen to their friends' performances.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

f. Setting

In Task 7, the students were set to work in pairs. Based on the results of the interview and observation, the students had no problem to work in pairs. They were willing to complete and to practice the dialogue with their partners in front of the class. In conclusion, the setting can promote the students to do the task.

R : ...*berarti nggak ada masalah kerja berkelompok*... (Do you have any problem when you work in a group?)

SS : *Nggak*....(No)

Ri : *Sendiri juga bisa*... (If I do individually also I have no problem.)

Ra : *Bagi yang pintar B. Inggris*.... (For the clever students.)

R : *Kalau dik Rahma gimana?* (How about you Rahma?)

Ra : *Ya sulit (kerja sendiri)*.... (It is difficult if work individually)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

Then, I give the students chance to come in front of the class. A student raises her hand. She wants to practice the dialogue with her partner. The other students listen to them while checking the answers. Then, I ask the other students to practice the dialogue once more. After wait for a minute, a student raises her hand. She practices the dialogue in front of the class with her partner.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

After analysing the task components, the results can be seen in Table 35.

Table 35: **The Summary of Each Task Component: Task 7**

Component	Analysis	Revision
<b>Goal:</b> Assessing the students' understanding of the language function and grammar.	Effective	Effective
<b>Input:</b> A dialogue	Effective	Effective
<b>Activity:</b> Completing the dialogue and practicing it in front of the class.	Effective	Effective
<b>Student role:</b> Participants and actor	Effective	Effective
<b>Teacher role:</b> A guide and controller	Effective	Effective
<b>Setting :</b> In pairs	Effective	Effective

## 8. Task 8

### a. Goal

This task is aimed to make the students able to use and give response the expressions of asking for information. Based on the interview and observation, the students were able to use the expressions. In conclusion, the goal in Task 8 can be reached by the students. It can be found in the extracts of the interview transcript and field note.

R : *Terus berarti....kalian disini udah bisa untuk menggunakan asking for information?* (Can you use expressions of asking for information?)

SS : *Iya....*(Yes)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

After that, I discuss the answers together. The students have no problems in completing the dialogue.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

### b. Input

The input in this task is a dialogue. Based on the interview and observation, the students had no problem with the input text. They said that the dialogue was not too long and it was also suitable for the students' needs. It means that the input in Task 8 can promote them in the teaching and learning process. It can be seen from the quotations of the interview transcript and field note.

R : *Terus diaolognya dulu gimana panjang pendeknya?* (How about the length of the dialogue?)

SS : *Cukup...*(It is enough)

R : *Isinya juga sudah sesuai?* (How about the content?)

SS : *Sudah.... Bagus bagus...* (It is good.)  
 (Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/  
 Unit 2)

After that, I discuss the answers together. The students have no problems in completing the dialogue. They also have no problem in understanding the dialogue.  
 (Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

### c. Activity

Based on the interview and observation, the activity in Task 8 was interesting. The activity made the students to be active in the class room. Therefore, they could enjoy the activity in this task. In conclusion, the activity in this task can help the students communicate with English in the classroom. It can be seen from the extracts of the interview transcript and field note.

R : *Terus berarti senang nggak sama kegiatan di task ini?* (Is it interesting?)  
 SS : *Seneng....*(Yes)  
 R : *Kenapa?* (Why?)  
 SS : *Bisa belajar, terus senang lihat teman-teman maju ke depan. Hehehehe* (We can learn how to use expressions of asking for information.)  
 (Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/  
 Unit 2)

Then, I ask them to memorise the dialogue. They understand because in the last meeting I have asked them to do the same thing. I give them time about 15 minutes to prepare. I let them to practice in their seats before they come in front of the class. After I give them enough time to prepare, I ask them to practice the dialogue in front of the class. Then, one of the students raises her hand. She wants to practice the dialogue with her partner.  
 (Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### d. Students' role

The results of the interview and observation show that the students were active. They were not shy when they practiced the dialogue in front of the class. It means that the students can attend the teaching and learning process well. It can be found in the extracts of the interview transcript and field note.

R : *Terus malu nggak pas disuruh maju?* (Are you shy when come in front of the class?)

SS : *Nggak...Paling salah pengucapannya.* (No...we just mispronounce the words.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

After I give them enough time to prepare, I ask them to practice the dialogue in front of the class. Then, one of the students raises her hand. She wants to practice the dialogue with her partner. Then, one of the students comes in front of the class with her partner. All of the performances are good. They are not afraid to practice the dialogue in front of the class.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### e. Teacher's role

From the interview and observation results, it can be seen that the students agreed with the teacher's role that was used in Task 8. The students could ask to the teacher if they had problems when doing the task. In conclusion, the teacher can help the students do the task. It can be seen from the extracts of the interview transcript and field note.

R : *Sekarang soal gurunya gimana?*(How about the teacher?)

SS : *Ya...cukup membantu waktu kita ngerjain karena bisa ditanyanya...hehhe* (The teacher can help us in doing the task.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

I ask the students to read the instruction, after that I explain to them that they have to memorise the dialogue. First, I give them time to complete the dialogue in pairs. After that, I discuss the answers together. The class becomes little noisy because the students try to practice the dialogue with their partners. I walk around the class to check and manage the class. After I give them enough time to prepare, I ask them to practice the dialogue in front of the class.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### f. Setting

In this task, the students were set to work in pairs. Based on the interview and observation results, the students had no problem to work in pairs. They preferred work in pairs to work in the whole class. In conclusion, the setting in this task is suitable for the students. It can be seen in the extracts of the interview transcript and field note.

R : *Nah... kalian merasa gimana? Ada masalah nggak? Atau memang seharusnya memang berpasangan saja?* (Do you have problem when you work in pairs? Or do you think that this task have to do in pairs or not?)

SS : *Berpasangan saja.... Biar lebih mudah...* (in pairs...because it will make easier to do the task.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

First, I give them time to complete the dialogue in pairs. I let them to practice in their seats before they come in front of the class. The class becomes little noisy because the students try to practice the dialogue with their partners.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

After analysing the task components, the results can be summarised in Table

Table 36: The Summary of Each Task Component: Task 8

Component	Analysis	Revision
<b>Goal:</b> Assessing the students' understanding of the materials.	Effective	Effective
<b>Input:</b> A dialogue	Effective	Effective
<b>Activity:</b> Completing the dialogue and practicing it in front of the class.	Effective	Effective
<b>Student role:</b> Participants and actor	Effective	Effective
<b>Teacher role:</b> A guide and controller	Effective	Effective
<b>Setting :</b> In pairs	Effective	Effective

## 9. Task 9

### a. Goal

This task is aimed to relax the students. However, based on the interview transcript and observation results, the goal could not be reached because the game is too difficult for them. Therefore, they could not enjoy the game. It can be found in the extracts of the interview transcript and field note.

R : ...*Berarti kalian nggak senang ya waktu memainkan game ini?*  
(Are you happy when playing this game?)

SS : *Kurang senang mbak.*(Not really, Miss)

Ra : *Iya soalnya susah, bingung bahasa Inggrisnya apa.* (because the game was difficult, I was confused to make the sentences in English.)

R : *Oh...gitu, terus yang lain gimana? Merasakan hal yang sama juga?* (How about the others? Do you feel the same?)

SS : *Iya mbak sama.* (I think so Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

However, after I explain the rules of the game, the students say that the game is too difficult for them. They say that they cannot play the game because they do not know how to say in English.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)



### b. Input

Based on the interview and observation, the input is too difficult for the students. Therefore, the input in Task 9 had to be revised. It can be seen from the extracts of the interview transcript and field note.

- R : ... *Berarti kalian nggak senang ya waktu memainkan game ini?*  
(Are you happy when playing this game?)  
SS : *Kurang senang mbak.*(Not really, Miss)  
Ra : *Iya soalnya susah, bingung bahasa Inggrisnya apa.* (because the game was difficult, I was confused to make the sentences in English.)  
(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

However, after I explain the rules of the game, the students say that the game is too difficult for them. They say that they cannot play the game because they do not know how to say in English.  
(Appendix/ Field Note/ First Draft Implementation/ Unit 2)

### c. Activity

Based on the interview and observation, the students were bored and faced problems during joining the activity. It can be concluded that the activity had to be revised because they needed more interesting activity. It can be seen in the extracts of the interview transcript and field note.

- R : *OK... Siipp.... Hayo... kemarin ingat nggak game nya?* (Do you still remember the game?)  
SS : *Iya.... Tapi kurang menarik mbak....membosankan...* (Yes, but it is not interesting Miss.)  
R : *Oh.... membosankan? Berarti kurang menarik?* (Oh...is it boring? Is it not interesting?)  
Ra : *Iya karena nggak ada hadiahnya....hahahahaha* (Yes, because there is no prize. hehehehehe)  
Ri : *Sebenarnya kurang menarik game nya...harus lebih ditingkatkan lagi ya mbak...* (I think the game is not

interesting. You have to make it more interesting Miss.)  
(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/  
Unit 2)

...the students say that the game is too difficult for them. They say that they cannot play the game because they do not know how to say in English. The class become crowded because the students talk to each other.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### d. Students' roles

In this task, the students were asked to play a game. At first, they looked enthusiastic. However, they were disappointed when the teacher explained the rules of the game. They felt that the game is too difficult for them. In conclusion, the students cannot enjoy the game. It can be found from the extracts of the interview transcript and field note.

R : ... *Berarti kalian nggak senang ya waktu memainkan game ini?*  
(Are you happy when playing this game?)

SS : *Kurang senang mbak.*(Noat really Miss)

Ra : *Iya soalnya susah, bingung bahasa Inggrisnya apa.* (It is because the game is difficult and I am confused to make the sentences in English.)

R : *Oh...gitu, terus yang lain gimana? Merasakan hal yang sama juga?* (How about the others? Do you feel the same?)

SS : *Iya mbak sama.* (I think so Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/  
Unit 2)

They say that they cannot play the game because they do not know how to say in English. Then, their face looks so disappointed. The class becomes crowded because the students talk to each other.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### e. Teacher's role

From the field note, it can be found that the teacher can help the students play the game. The teacher could manage and control the class when the class became crowded. Here are the extract of the field note.

Then, their face looks so disappointed. The class become crowded because the students talk to each other. Then, I try to make them calm by explaining more detail and giving them an example. I ask them to play the game once.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

From the interview transcript the students said that the teacher had given them a clear explanation. However, they said that the teacher had to be more assertive. It can be seen in the extract of the interview transcript.

R : *Kalau untuk peran gurunya waktu di task ini gimana? Jelas nggak waktu saya menjelaskan peraturannya ya... dan yang lainnya lah.* (How about the teacher's role in this task? Is it clear when I give explanation?)

SS : *Jelas...* (Yes, it is clear.)

Ri : *Sebenarnya udah jelas tapi kan kita tidak tahu gimana Bahasa Inggrisnya jadi ya tetep susah gamenya.* (I think you have given us clear explanation but we do not know how to translate into English so the game is still difficult.)

R : *Gitu ya...kalau yang lain ada masukan lagi nggak?* (How about the others? Any suggestions?)

Y : *Mbaknya harus lebih tegas lagi biar siswanya nggak pada ribut.* (You have to be more assertive, so the students will listen to you.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

#### f. Setting

The students were set to play the game with the whole class. The teacher did not divide them into some groups. Based on the interview and observation, they had

no problem with it. In conclusion, the setting in this task is suitable for the students.

It can be found in the extracts of the interview transcript and field note.

R : *Terus nih kalian setuju nggak kemarin kan waktu main game nya dijadikan satu kelompok besar saja?* (Do you agree when we play the game with the whole class?)

SS : *Setuju...* (Yes, I agree.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

I say that they have to stay in their own seats. The students are enthusiastic to hear that.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

The results of analysis can be summarised in Table 37.

Table 37: **The Summary of Each Task Component: Task 9**

Component	Analysis	Revision
<b>Goal:</b> Relaxing the students	The students cannot enjoy the game.	Changing the game.
<b>Input:</b> A game rule	The game is too difficult for the students.	Changing the game.
<b>Activity:</b> playing a game	The activity is boring.	Changing the activity.
<b>Student role:</b> Participants	The students are bored and confused.	Giving the students clearer explanation.
<b>Teacher role:</b> A guide and controller	The teacher is not assertive	Being more assertive
<b>Setting :</b> Whole class	Effective	Effective

## 10. Task 10

### a. Goal

The goal in this task could be reached by the students. It can be seen from the interview transcript and field note that the students were able to make a dialogue based on the situation.

R : *Terus yang Task 10 gimana?* (How about Task 10?)  
 SS : *Ini kan disuruh membuat percakapan kan?* (We are asked to make a dialogue, aren't we?)  
 R : *Iya...berarti bisa dimengerti kan?* (Yes...so it can be understood?)  
 SS : *Iya...*(Yes..)  
 R : *Terus bisa nggak?* (Can you make it?)  
 Ri : *Iya..... bisa...kan bisa lihat depannya mbak.... Hehehehe* (Yes, we can look at the previous task.) hehehehe  
 (Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

They have no problems to understand the instruction. They have understood what they have to do. They can make a dialogue based on the situation.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### b. Input

The input in this task is a situation. Based on the interview and observation, the students could understand the situation and make the dialogue based on it. They had no problem doing the task. It means that the input in Task 10 is understandable.

R : *Iya...berarti bisa dimengerti kan?* (Yes... so it can be understood?)  
 SS : *Iya...* (Yes..)  
 (Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

They have understood what they have to do. They can make a dialogue based on the situation.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### c. Activity

From the interview and observation results, it can be found that the activity in this task is interesting. The students said that they enjoyed when making the

dialogue. In conclusion, the activity in this task can promote the teaching and learning process. Here are the extracts of the interview transcript and field note.

R : *Mengenai kegiatan di task ini gimana? Menyenangkan atau membosankan?* (How about the activity in this task? Is it interesting or not?)

SS : *Menyenangkan...* (It is interesting.)

Ra : *Jadi bisa belajar membuat dialog....*(We can make the dialogue.)

Ri : *Terus kita jadi nggak malu lagi buat maju karena udah sering.* (Then, we are not shy because you often ask me to come in front of the class.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

I give them 15 minutes to make a dialogue. While they are making the dialogue, I walk around the class to check the students' works. Some students ask me about their works. They can make a dialogue based on the instruction. Then, I ask one of the students to practice the dialogue in front of the class.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### d. Students' roles

In this task, the students were asked to make a dialogue based on the situation and practice the dialogue in front of the class. Based on the interview and observation, the students could make the dialogue well. The students were also active in the classroom.

R : *Berarti kalian pas di suruh maju udah nggak malu-malu lagi ya?* (So, you are not shy any more. Aren't you?)

SS : *Nggak...udah biasa soalnya.* (Yes, because we have been often to perform.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

Some students ask me about their works. They can make a dialogue based on the situation. Then, I ask one of the students to practice the dialogue in front of the class. In this task, I ask the boys to practice,

because they want will not come to the class if I do not ask them. After I call their names, they come in front of the class and practice the dialogue. The other students listen to them. After that, I ask a pairs of students to practice. A student wants to be a volunteer.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### e. Teacher's role

Based on the interview and observation, the students liked the teacher's role. They said that the teacher could help them do the task. It means that the teacher can facilitate the students in the teaching and learning process. It can be seen in the extracts of the interview transcript and field note.

R : *Kalau tentang peran guru di dalam kelas gimana?* (How about the teacher's role in the class?)

SS : *Bagus....*(Good)

R : *Maksudnya bagus apa? Ada yang bisa menjelaskan?* (What do you mean by saying good? Can you explain for me?)

Ri : *Maksudnya ya bisa membantu kalau kita mau tanya.* (You can help us.)

Nv : *Iya mbak....*(Yes Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

While they are making the dialogue, I walk around the class to check the students' works. Then, I ask one of the students to practice the dialogue in front of the class.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### f. Setting

In this task the students were asked to work in pairs. From the interview and observation results, the students had no objection to work in pairs. In conclusion, the setting in this task is suitable for the students. Here are the quotations of the interview transcript and field note.

R : *OK. Kalau tentang bekerja berpasangan gimana? Ada*

*masalah nggak? (OK. How about work in pairs? Do you have any problem?)*

SS : *Nggak...lancar semua.* (Everything is OK.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

Then, I ask them to work in pairs again. The students have no objection to work in pairs again.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

After analysing the task components, the results can be summarised in Table

38.

**Table 38: The Summary of Each Task Component: Task 10**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal:</b> Assessing the students' understanding of the materials.	Effective	Effective
<b>Input:</b> A situation	Effective	Effective
<b>Activity:</b> Making and practicing the dialogue.	Effective	Effective
<b>Student role:</b> Participants and actor	Effective	Effective
<b>Teacher role:</b> A guide and controller	Effective	Effective
<b>Setting :</b> In pairs	Effective	Effective

## **11. Task 11**

### **a. Goal**

From the interview and observation, it can be found that the students were able to make a dialogue based on the data provided. It means that they were ready if they found the same situation in their future work place. In conclusion, the goal can be reached by the students.

R : *Sekarang yang PR nya... bagaimana susah kah? (How about the homework?)*

SS : *Suruh emm... ini kan apa ini... Nah ini kan data nya ini... Oh...si customer ingin lihat jam pingin tanya kualitasnya,*



*harganya, garansinya....lha terus shop assistannya harus menjelaskan harga, kualitas, garansi.* (There are two data for the customer. The customer wants to ask about quality, price, and guarantee. Then, the shop assistant has to explain those.)

R : *Berarti bisa ya?* (So, you can make it. Can't you?)

SS : *Bisa...iya bisa* (Yes, we can make it.)

R : *Nggak ada kesulitan ya?* (Is there any problem?)

SS : *Nggak....*(No.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

The students have no problems to understand the instruction. I give them time about 15 minutes to make the dialogue. The students can make the dialogue after 15 minutes.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### b. Input

The inputs in this task are a situation and data that have to be used by a customer and shop assistant. Based on the interview and observation, the students had no problem with the inputs. They could understand the data and make the dialogue based on those data. It means that the inputs are understandable.

R : *Data yang untuk customer dan data yang untuk shop assistant ada yang membingungkana nggak?* (Are there any problem both data for customer and shop assistant?)

SS : *Nggak....sudah jelas semua.* (Everything is clear.)

R : *Menurut kalian Task 11 ini memungkinkan akan kalian jumpai waktu kalian kerja besok?* (Do you think that Task 11 is possible to be found in your future work place?)

SS : *Iya....*(Yes)

Ri : *Mungkin nggak sama persis karena kita kan mungkin juga nggak kerja di toko jam. Tapi setidaknya kita udah mendapat bekal.* (May be not exactly same with this condition, because we may be not work in a watch shop. But, at least we have knowledge to face the similar situation.)

R : *Kalau menurut yang lain gimana?* (How about the others?)

Y : *Ya mungkin aja mbak, karena kita kan juga mungkin besok kerja di toko jam tapi mungkin juga nggak, jadi ya aku setuju sama Riana.* (It is possible Miss, because in the future we can

be worked in a watch shop or maybe not. So, I agree with Riana.)  
(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

They have no problem with the data and they can make the dialogue after 15 minutes.  
(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

### c. Activity

From the interview and observation results, it can be found that the students had no objection to make and to practice the dialogue. They said that the activity in this task can help and prepare them in the future. It can be seen in the extracts of the interview transcript and field note.

R : *OK. Sekarang kalau kegiatannya gimana neh?* (How about the activity?)

SS : *Ya cukup membantu dan memberi bekal untuk kita nanti.* (it can help us prepare to work.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

I give them time about 15 minutes to make the dialogue. They have no problem with the data and they can make the dialogue after 15 minutes. Then I ask one of the students to practice the dialogue. Then a student raises her hand. The other students are still enthusiastic to listen to their friends' performances.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

### d. Students' roles

Based on the interview and observation, they had no objection to practice the dialogue in front of the class. They were active and willing to be volunteers. It can be found in the extracts of the interview and field note.

R : *Kalian nggak merasa keberatan karena sering disuruh mempraktekkan dialog di depan kelas?* (Do you have any

objection when the teacher often asks you to come in front of the class?)

SS : *Nggak mbak...* (No Miss.)

Ra : *Bisa melatih kita jadi berani dan nggak malu-malu.* (It makes us to be brave and we are not shy.

R : *OK siipp.* (OK good.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

Then I ask one of the students to practice the dialogue. Then a student raises her hand. She comes in front of the class with her partner. The other students are still enthusiastic to listen to their friends' performances.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### e. Teacher's role

The students liked the teacher's role in this task. They could ask the teacher if they had problems with the task. It was proved by the interview and field note results.

R : *.....Sekarang peran gurunya gimana?* (How about the teacher's role?)

SS : *Ya membantu kita...ketika mungkin ada yang bingung bisa tanya.* (The teacher can help us when we are confused we can ask to the teacher.)

R : *Jadi seperti biasa ya gak ada masalah dengan peran gurunya.* (There is no problem with the teacher's role. Isn't it?)

SS : *Iya...* (Yes, Miss.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

I give them time about 15 minutes to make the dialogue in pairs. I walk around the class to make sure that all the students understand and do the task.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

f. Setting

The students in this task were asked to work in pairs. Based on the interview and observation results, the students agreed to work in pairs. They liked to work in pairs because they could share the problems to each other. It can be found in the extracts of the interview transcript and field note.

R : *Terus kalian di task ini merasa kesu litan nggak dalam mengerjakan task dengan berpasangan?*

SS : *Nggak...malah jadi mudah....*

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

I give them time about 15 minutes to make the dialogue in pairs. The students do not refused to work in pairs. They have no problem with the data and they can make the dialogue after 15 minutes.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

After analysing the task components, the results can be summarised in Table

39.

Table 39: **The Summary of Each Task Component: Task 11**

Component	Analysis	Revision
<b>Goal:</b> Assessing the students' understanding of the materials.	Effective	Effective
<b>Input:</b> The data for the customer and shop assistant.	Effective	Effective
<b>Activity:</b> Making and practicing the dialogue based on those data.	Effective	Effective
<b>Student role:</b> Participants and actor	Effective	Effective
<b>Teacher role:</b> A guide and controller	Effective	Effective
<b>Setting :</b> In pairs	Effective	Effective

## 12. Task 12

### a. Goal

In this task, the students were asked to make a dialogue based on the picture. According to the interview and observation results, the students were able to make a dialogue based on the picture. It means that the goal in Task 12 can be achieved by the students. It can be seen from the interview transcript and field note.

R : *OK... terus ini yang Task 12 yang terakhir gimana?* (How about Task 12?)

SS : *Membuat dialog berdasarkan gambar.* (Make a dialogue based on the picture.)

R : *Bisa berarti?* (OK. Can you make it?)

SS : *Bisa...* (Yes, we can.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

They have no problems with the instruction. They understand what they have to do. After a few minutes the students can finish the work and submit it to me.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

### b. Input

The input in this task is a picture. The results of the interview and observation show that the picture is clear and understandable. Here are the extracts of the interview transcript and field note.

R : *Untuk gambarnya udah jelas belum?* (How about the picture? Is it clear?)

SS : *Sudah.* (Yes, it is clear.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

They understand what they have to do. They make the dialogue based on the picture with their partners. They also have no problem with the picture.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

### c. Activity

From the interview, it can be found that the students agreed with the activity in this task. They said that the activity made them familiar with the situation that may occur in the future. It can be seen from the extracts of the interview transcript and field note.

R : *OK. Sekarang kegiatannya gimana?* (OK, how about the activity?)

Ri : *Kegiatannya sama seperti sebelumnya, jadi ya menurut saya kegiatannya cukup melatih kita untuk semakin terbiasa dengan situasi yang sama.* (The activity is same with the previous task, so I think this task make us more familiar with the same situation.)

R : *OK. Ada masukan yang lain nggak?* (OK. Any other suggestions?)

SS : *Nggak mbak* (No Miss.)

R : *Berarti tetap bisa menikmati kegiatan di task ini?* (So you can enjoy this task. Can't you?)

SS : *Iya mbak....* (Yes Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

They make the dialogue based on the picture with their partners. They also have no problem with the picture. I walk around the class to check and manage the class. The students look serious to do the task. After a few minutes the students can finish the work and submit it to me.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### d. Students' roles

The students were active when making the dialogue. They discussed with their partners and sometimes ask to the teacher. In conclusion, the students were active in the classroom. The interview transcript and field note are as the evidence.

R : *Ada kesulitan nggak waktu ngerjain task ini?* (Do you have any problem when you do this task?)

SS : *Ada...Dikit...* (Yes, just a little bit.)

R : *Apa kesulitannya? Dik Rahma apa coba?* (What problem? Do you have any problem?)

Ra : *Kadang kesulitan nyari kata-kata dalam Bahasa Inggrisnya jadi itu yang bikin lama.* (Sometimes, it is difficult to find the vocabulary which is appropriate. It takes much time.)

R : *Oh...gitu. Terus yang lain?* (How about the others?)

SS : *Sama mbak...kadang bingung Bahasa Inggrisnya apa.* (We have the same problem, sometimes we were confused to translate into English.)

R : *Terus cara kalian mengatasi kesulitan itu gimana?* (How do you solve your problem?)

SS : *Ya buka kamus, terus tanya sama teman kalau nggak sama mbaknya.* (Open the dictionary and ask to friends or you.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

They have no problems with the instruction. They understand what they have to do. They make the dialogue based on the picture with their partners. They also have no problem with the picture. I walk around the class to check and manage the class. The students look serious to do the task. After a few minutes the students can finish the work and submit it to me.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### e. Teacher's role

Based on the interview and observation results, the students agreed with the teacher's role. The teacher walked around the class to manage and control the

students. The students had no problem with the teacher's role. It means that the teacher can facilitate them in the teaching and learning process.

R : *Terus ada masalah dengan peran guru nya nggak selama ngerjain task ini?* (How about the teacher's role? Do you have any problem with the teacher?)

SS : *Nggak... mbaknya membantu kita kalau kita pas bingung.* (No, because you can help us when we are confused.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

I walk around the class to check and manage the class. In this task, I do not ask the students to practice the dialogue. I just ask them to make the dialogue and submit it to me.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

#### f. Setting

The students were set to work in pairs in this task. Based on the interview and observation, the students had no objection to work in pairs. They discussed with their partners when they had a problem in making the dialogue. It can be found in the extracts of the interview transcript and field note.

R : *Untuk kerja berpasangan ada masalah?* (Do you have problem to work in pairs?)

SS : *Tidak ada...* (No)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 2)

They make the dialogue based on the picture with their partners. After a few minutes the students can finish the work and submit it to me.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 2)

After analysing the task components, the results can be summarised in Table



Table 40: **The Summary of Each Task Component: Task 12**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal:</b> Assessing the students' understanding of the materials.	Effective	Effective
<b>Input:</b> A picture	Effective	Effective
<b>Activity:</b> Making a dialogue based on the picture.	Effective	Effective
<b>Student role:</b> Participants	Effective	Effective
<b>Teacher role:</b> A guide and controller	Effective	Effective
<b>Setting :</b> In pairs	Effective	Effective

### 3) The Revision of the First Draft of Unit 2

After evaluating each task component, there are some components that should be revised to make improvement of the task. The improvement of the task can be seen in Table 41.

Table 41: **The Revision of the First Draft of Unit 2**

<b>Name of Task</b>	<b>Component to be revised</b>	<b>Improvement</b>
Task 1	<b>Activity:</b> The activity is boring.	Changing the activity with the interesting one.
Task 2	<b>Setting:</b> The students prefer work in pairs to individual.	Asking the students to work in pairs. Therefore, the instruction is changed.
Task 3	-	-
Task 4	-	-
Task 5	-	-
Task 6	<b>Goal:</b> The students cannot use Wh-questions.	Providing a grammar exercise to practice using Wh-questions.
	<b>Input:</b> The input is confusing.	Making the formula as simple as possible.
	<b>Activity:</b> The activity cannot promote the students to understand Wh-questions.	Changing the activity. Therefore, the students are not only asked to listen to the teacher's explanation but also asked them to do a grammar exercise.
	<b>Students' role:</b> The students are passive.	Asking the students to make questions using Wh-questions to ask information.

<b>Name of Task</b>	<b>Component to be revised</b>	<b>Improvement</b>
Task 6	<b>Teacher's role:</b> The teacher cannot help the students to understand Wh-questions.	Giving the students a clear explanation and giving them some examples of questions using Wh-questions.
Task 7	-	-
Task 8	-	-
Task 9	<b>Goal:</b> The students cannot enjoy the game.	Changing the game. Therefore, there is a different a game from a game in the first draft.
	<b>Input:</b> The game is too difficult for the students.	Changing the game with the easier one.
	<b>Activity:</b> The activity is not interesting.	Changing the activity with the interesting one.
	<b>Students' role:</b> The students cannot participate well when playing the game.	Giving a clear instruction for the students. Therefore, the instruction is changed.
	<b>Teacher's role:</b> The teacher cannot manage the class.	Being more assertive.
Task 10	-	-
Task 11	-	-
Task 12	-	-

### **c. The Implementations, Evaluations, and Revisions of the First Draft of Unit 3**

#### **1) The Description of the First Draft Implementation of Unit 3**

The third developed material, Unit 3 entitled ‘Could You...please?’, has twelve task. It discusses the expressions of request. The description of Unit 3 can be seen in Table 14 on page 60. Unit 3 was implemented once. It was conducted on March 1, 2011. The lesson was started at 11.15 until 13.40. Like in Unit 1 and Unit 2, the researcher was also as a teacher in this meeting. The activities in the classroom are presented as follows.

The teacher started from the warming up task, she asked the students to look at the picture on the first page. Then, she asked some questions related to the picture to direct them into the main activity. After that, she moved to discuss Task 1. In this task, the students were also asked to look at the picture and to answer the questions based on the picture. It has the same goal as the previous task.

Then, the teacher continued to discuss Task 2. In this task, the students were asked to read the dialogue and answered the questions based on the dialogue. It was aimed to help the students understand the dialogue talk about. The students had no problems joining the activity in this task.

The teacher moved to discuss Task 3. The students were asked to read a dialogue again and to find out the expressions of request from the dialogue. They wrote the expressions that they found in the box provided. They could do their job well.

After that, the teacher discussed the examples of request expressions (Task 4). She pronounced the expressions and gave them examples how to use them. Then, she asked the students to pronounce the expressions together.

In order to assess the students' understanding of the language function, the teachers asked them to do Task 5. They were asked to make a dialogue based on the situation provided and practice it in front of the class. There were three situations. Therefore, the students had to make three simple dialogues. In this task, they were asked to work in pairs because they had to practice one of the dialogues in front of the class.

After that, the teacher explained how to use modals (Task 6). It is important for the students because the students used modals when requesting something. The teacher gave some examples to make the students clear.

In order to assess the students' understanding of the grammar, they were asked to do Task 7. They had to do the task individually. They could not cheat to their friends. They had no problems to do this task.

Meanwhile, to find out the students' understanding of the language function and grammar, the students were asked to do Task 8. They had to make simple dialogues based on the situations. There were five situations so they had to make five simple dialogues. They had no objections to make them.

After the students did some tasks, they looked tired. Therefore, the teacher invited them to play a game. They looked enthusiastic to play the game. The teacher led them to play the game.

After playing the game, the students felt better. Therefore, the teacher moved to the next task i.e. Task 10. In this task, they were asked to work in pairs. There were a situation and a picture. They were asked to make a dialogue and practice it in front of the class.

Then, the teacher asked the students to look at Task 11. Actually, this task is as the homework, but the teacher asked them to do this task in the school. They were asked to work in pairs again. Then, they had to make a dialogue based on the situation provided and practice it with their partner.

The last task was Task 12. In this task, the students were asked to make a dialogue based on the picture. However, they did not practice it because of the limitation of the time. They only submitted the work.

## **2) The Evaluation of the First Draft of Unit 3**

After implementing the first draft of Unit 3, the third questionnaire was administered to the students of XPJ2. This questionnaire is aimed to find out the students' agreement to the developed materials. The quantitative data were gained from that questionnaire. There were also the qualitative data that were gained from the interview and observation. The qualitative data are aimed to support the quantitative data. Table 42 presents the descriptive statistics of the students' responses to the first draft implementation of Unit 3.

**Table 42: The Descriptive Statistics of Students' Responses to the First Draft of Unit 3 as a whole**

No.	Statement	N	Mean	SD	Info
<b>Goal</b>					
1.	The materials are able to help the students improve their English ability which will be used in the future work place.	30	4.30	.535	Agree
2.	The materials give information about marketing.	30	4.13	.681	Agree
3.	The materials are able to improve students' vocabulary.	30	4.20	.761	Agree
4.	The materials are able to improve students' grammar.	30	4.03	.809	Agree
5.	The materials are able to improve students' pronunciation.	30	4.10	.803	Agree
6.	The materials are able to improve students' ability in certain expression (in this unit is describing things).	30	4.23	.626	Agree
<b>Materials appropriateness</b>					
7.	The materials are based on the students' needs.	30	3.73	.640	Agree
<b>Input</b>					
8.	The dialogues in this unit are suitable for the students of Marketing Program.	30	3.70	.651	Agree
9.	Materials input in this unit are various.	30	3.73	.691	Agree
10.	The dialogues in this unit are able to help the students in communicating using English in the future work place.	30	3.83	.592	Agree
<b>Organisation of Tasks</b>					
11.	Tasks in this unit are arranged well, from the guided tasks to the free guided tasks.	30	3.97	.765	Agree
12.	Tasks in this unit are arranged well, from the easiest to the most difficult.	30	4.13	.571	Agree
13.	Tasks in this unit are arranged from comprehension skill to the ability that are required the students to communicate well.	30	4.13	.507	Agree

No.	Statement	N	Mean	SD	Info
<b>Activity</b>					
14.	The activities require the students to be active students.	30	4.03	.556	Agree
15.	The activities are various.	30	4.07	.640	Agree
<b>Teacher's role</b>					
16.	The teacher is as a facilitator.	30	3.80	.847	Agree
<b>Students' roles</b>					
17.	The students are able to finish the tasks by themselves.	30	3.63	.850	Neutral
18.	The students become active during the teaching and learning process.	30	3.70	.794	Agree
<b>Setting</b>					
19.	The tasks require the students to work in pairs, group, and individual.	30	4.03	.556	Agree
20.	The individual tasks are able to improve the students' ability to study independently.	30	4.03	.809	Agree
21.	The pair works and the whole class activity are able to improve the students' ability to communicate.	30	4.20	.805	Agree
<b>Vocabulary</b>					
22.	The vocabulary task is able to help the students understand the text.	30	4.27	.640	Agree
23.	The vocabulary involved in this unit is simple.	30	3.97	.890	Agree
<b>Instruction</b>					
24.	The instruction in each task is clear and understandable.	30	3.60	.724	Neutral
<b>Lay out</b>					
25.	The appearance of this unit is eye-catching.	30	3.87	.681	Agree

Besides gaining data from the questionnaire, the researcher also conducted an interview and observation to evaluate Unit 3. Based on the results of the questionnaire above, it can be found the effectiveness of each component in Unit 3 as general. Here is the analysis of each component in Unit 3.

## 1. Goal

Related to the goals, Unit 3 as a whole is effective. It can be seen from the statements one up to six. Table 43 shows that the students agreed with all goals statements. The mean value for the first statement is 4.30, 4.13 for the second statement, 4.20 for the third statement, 4.03 for the fourth statement, 4.10 for the fifth statement, and 4.23 for the sixth statement. They are categorised into 'agree' because the mean values are in a range of  $3.7 < \bar{x} \leq 4.5$ . The data are also supported by the results of the interview.

R : *Setelah kalian belajar Unit 3 ini. Kalian bisa nggak mempraktekan ketika kalian kerja besok? Kalian bisa nggak menggunakan ekspresi-ekspresi yang tadi itu?* (After you learnt Unit 3. (Can you practice or apply the materials in the future work place? Can you use the expressions?)

SS : *Bisa...* (Yes, I can)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

Then, based on the observation during the teaching and learning process, the students could achieve the goals.

I ask them whether they have problems in Unit 3 or not. The students have no problems. Then, I check the students understanding by asking them to mention the expression of request. Some students mention the expressions.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

## 2. Input

Based on statements eight up to ten, it can be found that the inputs in Unit 3 are effective. It can be seen from the mean values of each statement. The mean value for the eight statement is 3.70, 3.73 for the ninth statement and 3.83 for the tenth



statement. They are categorised into 'agree'. In order to gain more data, the interview and observation were conducted. Here are the results of the interview and observation.

*R : OK sekarang untuk keseluruhan unit nya... kira-kira setiap gambar yang ada di Unit 3 ini sama diaolog-dialog nya udah sesuai belum sama jurusan penjualan? (OK. Now how about the Unit 3 as a whole? Are the dialogues and pictures in Unit 3 appropriate for Marketing Program?)*

*SS : Sesuai (Yes, they are appropriate.)*

*R : Sesuainya kenapa? (What is your reason?)*

*SS : Karena bidangnya penjualan...(Because it is about marketing)*  
(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

I ask them whether they have problems in Unit 3 or not. The students have no problems.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

### 3. Activity

The activities in this unit are effective. It can be seen from the statements fourteen and fifteen. The mean value for statements fourteen is 4.03 and 4.07 for statement fifteen. It means that the students agreed with those statements. Besides, the interview and observation were also conducted to gain more data.

*R : Terus untuk kegiatannya gitu...kegiatannay membosankan nggak di unit 3 ini? (How about the activity? Is it boring?)*

*SS : Nggak, menyenangkan kok...(No, the activity is interesting.)*

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

They look enjoy in joining the activities. They are also active in attending the teaching and learning process.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### 4. Students' roles

The results of the questionnaire show that the students were active joining the teaching and learning process. It can be seen from statements seventeen and eighteen. The mean value for statement seventeen is 3.60. It is categorised into 'neutral'. It means that the researcher had to consider the other data to evaluate the component. Moreover, the mean value for statement eighteen is 3.70. It is categorised into 'agree'. The results of the interview and observation can be seen as.

R : *Kemarin kalian sudah merasa menjadi siswa yang aktif nggak?* (Did you feel that you were active?)

SS : *Iya...* (Yes Miss)

R : *Bukan cuma kalian sih...tapi temen-temen kalian itu terlihat aktif nggak?* (Actually, not only you. Do you think that your friends also were active?)

SS : *Iya...* (Yes Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

They look enjoy in joining the activities. They are also active in attending the teaching and learning process.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

In conclusion the students' roles during doing Unit 3 are as expected. The complete interview transcript and field note can be seen in the Appendix F.

#### 5. Teacher's role

Based on the questionnaire, the students agreed with the teacher's role. It can be seen from statement sixteen. The mean value for that statement is 3.80. It is categorised into 'agree'. Meanwhile, based on the interview, the students said that

the teacher could facilitate them during the teaching and learning process. The data from the interview and filed note are as follow.

R : *OK...terus tentang saya sendiri...untuk cara ngajar saya ada masalah nggak? Seneng nggak kalian dengan cara ngajar saja?* (OK. How about me? How about my teaching method? Do you have problems? Do you like my teaching method?)

SS : *Seneng...* (Yes, I like your teaching method)

R : *OK makasih. Jelas nggak saya njelasinnya?* (OK thank you. Is my explanation clear?)

SS : *Jelas...* (Yes, it is clear)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

I walk around to check the students' work and manage the class.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

## 6. Setting

The settings in this unit are various. The effectiveness of the setting can be seen from statements nineteen, twenty, and twenty one. Statements nineteen and twenty have the same mean values i.e. 4.03. Meanwhile, the mean value for statement twenty one is 4.20. Therefore, they are categorised into 'agree'. It means that the students agreed with the settings that were implemented during the teaching and learning process. The data from the interview and observation also show the same result. They have no problems to work in pair, group, or individual.

R : *Dalam kegiatan kalian mengerjakan sendiri, berpasangan, dan whole class. Kemarin ada kesulitan nggak?* (Do you have any problem, when doing the task individual, pairs, and whole class?)

SS : *Nggak* (No, I don't.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

They have no big problems during the teaching and learning process. It means that they have no problems in doing the tasks in pair, group, or individual.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

In order to know the effectiveness of each component in each task, it has to be analysed one by one. The data from the interview and field note were as the bases to judge whether the components in each task are effective or not.

## 1. Task 1

### a. Goal

Based on the data that were gained from the interview and observation, the students could guess what they would learn in Unit 3 after studying Task 1. In conclusion, the goals are effective. Here are the interview transcript and field note.

R : *OK, dari mempelajari task 1 ini, kalian sudah bisa membayangkan ow...kita disini mau belajar tentang ini tow...mau belajar meminta tolong. Bisa nggak?* (Can you imagine what will we learn after studying Task 1?)

SS : *Bisa...*(Yes, Miss)

R : *Ya...tapi kok tidak meyakinkan?* (Yes...but I am not sure)

SS : *Bisa kok...alhamdulillah bisa kok...* (Sure Miss, Alhamdulillah we can.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

From this task the students know the expressions of request something.  
(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

### b. Input

The input in Task 1 is a picture. Based on the interview and observation results, the picture was clear. In conclusion, the input in Task 1 is effective. It can be seen from the extracts of the interview transcript and field note.

R : ...*Terus kalau gambarnya jelas nggak?* (How about the picture? Is it clear?)

SS : *Jelas...*(Yes, it is.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

They can answer all the questions. When I ask about the picture whether it is clear or not, the students answer that the picture is clear enough.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### c. Activity

Based on the interview and observation results, the activity was not boring. In conclusion, the activity is effective. It can be seen from the extracts of the interview transcript and field note.

R : *Terus kalau tentang ini...tentang kegiatannya gimana? Ya kan ini sama lagi kaya kemarin, nunjukin gambar dan nanyain pertanyaannya ke kalian. Menurut kalian gimana? Ya maksudnya kegiatan yang kalian lakukan di kelas untuk mengerjakan Taskk 1 ini membosankan nggak? Atau ada kesulitan atau gimana?* (What do you think about the activity in Task 1? Is it boring or not?)

SS : *Nggak...*(No, Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

The students answer together, so the class becomes noisy. They can answer all the questions.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### d. Students' roles

The students were able to answer the questions from the teacher. Based on the interview and observation, the students had no problems when doing Task 1. In

conclusion, the students' roles in Task 1 are effective. It can be found in the extracts of the interview transcript and field note.

R : *Jadi mudeng nggak? Jadi bisa jawab pertanyaan yang ini tow kemarin?* (Do you understand? Could you answer the questions?)

SS : *Bisa...* (Yes, I could)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

I ask them some questions based on the picture. The students answer together, so the class becomes noisy. They can answer all the questions.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### e. Teacher's role

The teacher asked the students to look at the picture. Then, she gave them some questions related to the picture. Based on the interview and observation results, the teacher's role is supporting the teaching and learning process but she had to be more assertive. In conclusion, the teacher's role is effective. The interview transcript and field note are presented.

R : *OK. Menurut kalian saya ngajarnya bagaimana? Sudah jelas belum?* (What do you think about my teaching method? Is it clear?)

SS : *Sudah...* (Yes, it is)

Ra : *Cuma lebih tegas aja mba, biar gak pada rame yang belakang.* (You have to be more assertive, Miss. So, the students who sit in the back will listen to you.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

I show a picture to the whole class and ask them to look at the picture on their module. I ask them some questions based on the picture.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### f. Setting

In this task, the students were asked to work in the whole class. They had no problems and enjoyed working in the whole class. In conclusion, the setting can support the students doing the task. It can be seen from the interview transcript and field note.

R : *OK...nah terus ini kan sama lagi kaya kemarin-kemarin...ini pertanyaannya saya arahkan ke whole kelas, nggak saya bagi-bagi ke kelompok dulu. Menurut kalian gimana? (OK...in this task I did not decide you into some groups. What do you think?)*

SS : *Nggak apa-apa. (It's OK Miss.)*

R : *Menurut kalian nggak apa-apa? (Are you sure that it is OK?)*

SS : *Iya nggak apa-apa... (Yes, it is Ok.)*

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

The students also have no problem with the setting. They enjoy working in the whole class.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

After analyzing the task components of Task 1, the results can be summarised in Table 43.

**Table 43: The Summary of Each Task Component: Task 1**

Component	Analysis	Revision
<b>Goal:</b> Directing the students' attention to the topic and prepare their mind to deal with it.	Effective	-
<b>Input :</b> A picture	Effective	-
<b>Activity:</b> Answering the questions based on the picture.	Effective	-
<b>Student role:</b> Participants	Effective	-
<b>Teacher role:</b> A guide and controller	Effective	-
<b>Setting :</b> Whole class	Effective	-

## 2. Task 2

### a. Goal

The goal in Task 2 could be achieved by the students. After they learnt this task, the students could understand the dialogue and got some expressions of request. In conclusion, the goal in this task is effective. The interview transcript and field note can be the evidence.

R : *OK... setelah belajar ini kalian memahimi isi bacaannya? Maksudnya setelah menjawab kalian jadi tahu isi nya?* (Can you understand the dialogue after learning this task?)

SS : *Iya tahu.* (Yes, I know.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

They can understand it. They start to read the dialogue and answer the questions.... They are able to understand the dialogue, so they can answer the questions correctly.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

### b. Input

The input in Task 2 is a simple dialogue. Based on the observation results, the students had no problems with the input. They could understand the dialogue and answer the questions in this task. However, the students said that the dialogue was too short. Therefore, the teacher needed to make it longer. In conclusion, the input needed to be revised.

They are active answering the questions. They are able to understand the dialogue, so they can answer the questions correctly. The students are active attending the activity in Task 2.

(Appendix F/ Field Note/ First Draft Implementation/ Unit 3)



R : ... *nah dialognya gimana?* (How about the dialogue?)  
 SS : *Terlalu pendek...* (It is too short, Miss)  
 R : *Berarti harus dipanjangin?* (So, it has to be longer, hasn't it?)  
 SS : *Tambahin sedikit.* (Yes, Miss)  
 R : *OK... terus ada kata-kata yang sulit?* (OK. Do you find the difficult words?)  
 SS : *Nggak...udah dong aku...* (No Miss...I have understood Miss.)  
 (Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

#### c. Activity

The activity in Task 2 helped the students understand the dialogue. The activity could be a bridge for them to achieve the goal. It could promote them in learning English. In conclusion, the activity is effective. It can be seen from the interview transcript and field note.

R : *Bisa jawab pertanyaan nggak?* (Could you answer the questions?)  
 SS : *Bisa...* (Yes, I could.)  
 R : *Ada kesulitan nggak?* (Do you have any problem?)  
 SS : *Nggak...* (No, Miss.)  
 (Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

They are active answering the questions. They are able to understand the dialogue, so they can answer the questions correctly. The students are active attending the activity in Task 2.  
 (Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### d. Students' roles

The students were active in the class. They were able to do the task well and answer the questions correctly. In conclusion, the students' roles are effective. It can be seen from the extracts of the interview transcript and field note.

R : *Ada kesulitan nggak?* (Do you have any problem?)

SS : *Nggak...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

They are active answering the questions. They are able to understand the dialogue, so they can answer the questions correctly. The students are active attending the activity in Task 2.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### e. Teacher's role

The teacher asked the students to read a dialogue. Then, she asked them to answer the questions based on the dialogue. She walked around the class to control the students while they were doing the task. In conclusion, the teacher's role is effective. It can be seen from the interview transcript and field note.

R : *Saya udah mengarahkan dan menjelaskan dengan baik belum?*(Have I explained and given you clear guidance?)

SS : *Sudah...* (Yes, you have.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

I ask the students to work individually. I walk around the class and check the students' works. After they have finished doing their work, I discuss the answer together. They are active answering the questions.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### f. Setting

In this task, the students were asked to work individually. They had no objection to work individually. They also had no problems to work individually and could do the task well. It can be seen from the extracts of the interview transcript and field note.

R : *Kemarin kan ngerjain sendiri nih...ada kesulitan nggak?* (Did you find any problem when doing this task individually?)

SS : *Nggak...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

I ask the students to work individually. I walk around the class and check the students' works. After they have finished doing their work, I discuss the answer together. They are active answering the questions.  
(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

After analyzing the task components of Task 2, the results can be summarised in Table 44.

Table 44: **The Summary of Each Task Component: Task 2**

Component	Analysis	Revision
<b>Goal:</b> Directing the students' attention to the topic and prepare their mind to deal with it.	Effective	-
<b>Input :</b> A dialogue	Effective	-
<b>Activity:</b> Answering the questions based on the dialogue.	Effective	-
<b>Student role:</b> Participants	Effective	-
<b>Teacher role:</b> A guide and controller	Effective	-
<b>Setting :</b> Individual	Effective	-

### 3. Task 3

#### a. Goal

The goal in this task is aimed to introduce the expressions of request to the students. Based on the interview and observation, the students were able to achieve the goal. They said that this task could help them identify the expressions of request. In conclusion, the goal in Task 3 is effective. It can be found in the extracts of the interview transcript and field note.

R : *Kalian jadi tahu contoh ekspresi untuk meminta sesuatu nggak?* (After you learnt this task, do you know the expressions of request?)

SS : *Iya... jadi tahu kan ada di situ contohnya.* (Yes, I do. I can see

from the examples.)  
(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/  
Unit 3)

The students read the dialogue and try to find out the expressions from the dialogue. They have no problems in doing Task 2. After that I discuss the answers together. They can find out the expressions.  
(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### b. Input

Based on the interview results, the dialogue was understandable. The students could understand the dialogue and found the expressions of request. The observation also shows the same result. In conclusion, the input is effective. It can be seen in the extracts of the interview transcript and field note.

R : *Terus dialognya susah nggak? Bisa dipahami?* (How about the dialogue? Is it there any difficulty? Is it understandable?)

SS : *Bisa...* (Yes, it is.)

R : *Bisa menemukan ekspresinya nggak?* (Could you find the expressions?)

SS : *Bisa...* (Yes, Miss.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/  
Unit 3)

After they read the instruction, they know what they have to do. The students read the dialogue and try to find out the expressions from the dialogue. They have no problems in doing Task 3.  
(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### c. Activity

In this task, the students were asked to find out the expressions of request from the dialogue and practice the dialogue with their partners. Based on the interview and observation, they were willing to practice the dialogue in front of the

class. In conclusion, the activity in Task 3 is effective. It can be found in the extracts of the interview transcript and field note.

R : *Pas maju gimana? Ada kesulitanm nggak pas mempraktekkan dialog ini?* (What did you feel, when you practiced the dialogue in front of the class? Did you find any problem?)

SS : *Ya mungkin...* (Yes may be.)

R : *Lho kok mungkin...kemarin kalian ada kesulitan nggak? Kalian maju nggak?* (What do you mean by saying 'may be'? Did you find any problem, when practiced the dialogue? Did you practice the dialogue in front of the class?)

Ra : *Opi yang maju...* (Opi, Miss)

R : *Opi ada kesulitan nggak?* (Opi, did you find any problem?)

O : *Nggak...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

Then, I ask the students to practice the dialogue in front of the class with their partners.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### d. Students' roles

The students were active in the classroom. They were willing to practice the dialogue in front of the class. In conclusion, the students' roles are effective. The data from the interview and observation are as follows.

R : *Kalian sebenarnya keberatan nggak sih kalau di suruh maju gitu?* (Do you have any objection, when I asked you to practice the dialogue in front of the class?)

SS : *Emm...nggak sih mba...kan itu juga bisa membantu kita biar lebih lancar lagi berbahasa Inggris.* (No, Miss. because it can help us to use English fluently.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

They have no problems doing Task 3. After that I discuss the answers together. They can find out the expressions and they can also work

with their partners well. Then, I ask the students to practice the dialogue in front of the class with their partners.  
(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

e. Teacher's role

The teacher had given the students a clear explanation. Therefore, the students could do Task 3 well. The teacher walked around the class to manage the class and check the students' works. Based on the interview, the students had no problems doing Task 3. It means that the teacher was able to make the students understand of the materials. In conclusion, the teacher's role in Task 3 is effective.

R : *Kalau cara ngajar saya gimana? Sudah jelas belum?* (How about my teaching method? Is it clear?)

SS : *Udah kok mba... jelas banget.* (Yes, Miss. It is clear.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

I always ask the students to do the same thing i.e. ask them to read the instruction before doing the task..... They have no problems in doing Task 3. After that I discuss the answers together. They can find out the expressions and they can also work with their partners well. Then, I ask the students to practice the dialogue in front of the class with their partners

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

f. Setting

Based on the interview and observation results, the students agreed to work in pairs. It is because they could share their problems and solve the problems together. In conclusion, the setting is effective. It can be found in the extracts of the interview transcript and field note.

R : *Nggak ada masalah berarti dalam mengerjakan ini...dalam mengerjakan berpasangan gitu?* (So, you haven't problem doing this task. I mean you don't have problems doing this task

in pairs?)

SS : *Nggak...* (No, Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

They have no problems in doing Task 3. After that I discuss the answers together. They can find out the expressions and they can also work with their partners well. Then, I ask the students to practice the dialogue in front of the class with their partners.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

After analyzing the task components of Task 3, the results can be summarised in Table 45.

Table 45: **The Summary of Each Task Component: Task 3**

Component	Analysis	Revision
<b>Goal:</b> Giving the students input to do the next task.	Effective	-
<b>Input :</b> A dialogue	Effective	-
<b>Activity:</b> Finding out the expressions from the dialogue.	Effective	-
<b>Student role:</b> Participants and actor.	Effective	-
<b>Teacher role:</b> A guide and controller	Effective	-
<b>Setting :</b> In pairs	Effective	-

#### 4. Task 4

##### a. Goal

After the students learnt Task 4, they were able to pronounce the expressions of request. They also knew the expressions of requests more. It means that the goals in this task are effective. It can be seen from the interview transcript and field note.

R : *Setelah mempelajari Task 4 ini kalian jadi ngerti nggak contoh-contoh ekspresi yang dipakai untuk request something?* (Do you know the expressions of requests after learning this task?)

SS : *Iya tahu... tahu* (Yes, I know.)

R : *Jelas semuanya?* (Are the expressions clear?)

SS : *Jelas...* (Yes, they are.)  
(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/  
Unit 3)

They know the expressions of request after they learn Task 4.  
(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### b. Input

The inputs in this task are some expressions of request. Based on the interview and observation, the students could understand the inputs. They had no problems to understand the meaning of the expressions. In conclusion, the input is effective. It can be found in the extracts of the interview transcript and field note.

R : *Jelas semuanya?* (Are the expressions clear?)  
SS : *Jelas...* (Yes, they are.)  
(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/  
Unit 3)

The students try to pronounce the expressions. They know the expressions of request after they learn Task 4.  
(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### c. Activity

The activities that were done in Task 4 are effective. The students said that the activities were not boring. They also said that the activities helped them pronounce the expressions correctly. The students' responses can be seen from the interview transcript and field note.

R : *Oh iya, tentang kegiatannya kan sama aja kaya yang di Unit 2. Saya nyuruh kalian buat baca dan ngikutin. Gimana? Kalian setuju dengan kegiatan seperti itu atau ingin yang lain?* (How about the activities in Unit 2? In this task, I asked you to read and pronounce the expressions. What do you think? Do you agree or want different activities?)  
SS : *Setuju...* (Yes, I agree)



R : *Jadi setuju yang kaya kemarin itu?* (Do you mean that you agree with the activiti we have done?)

SS : *Iya...setuju. Kan jadi tahu cara bacanya.* (Yes, I agree. It makes us know how to pronounce the expressions.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

I explain the language functions to the students. Then, I ask the students to repeat the expressions after me. The students try to pronounce the expressions.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### d. Students' roles

Based on the interview and observation results, the students had no problem doing the task. They could understand the task. In conclusion, the students' roles are effective. It can be seen in the extracts of interview transcript and field note.

R : *Jelas semuanya?* (Is it clear?)

SS : *Jelas...* (Yes, Miss)

R : *Ada kesulitan nggak?* (Do you have any problem?)

SS : *Nggak ada.* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

Then, I ask the students to repeat the expressions after me. The students try to pronounce the expressions. They know the expressions of request after they learn Task 4.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### e. Teacher's role

Based on the interview and observation, the students said that the teacher's explanation was clear. The teacher was able to help the students do the task. In conclusion, the teacher's role can promote the teaching and learning process. It can be seen in the interview transcript and field note.

R : *Saya kemarin njelasin tentang ekspresinya jelas nggak?*

*Kalian ngerti nggak?* (Is my explanation clear?)

SS : *Jelas mbak... jadi mudeng kok.* (Yes, Miss. I understand.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

I explain the language functions to the students. Then, I ask the students to repeat the expressions after me. The students try to pronounce the expressions.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### f. Setting

In Task 4, the students were asked to work in the whole class. The students had no problem during doing the task. It means that the setting in Task 4 can support the students doing the task.

R : *Kemarin kan saya tidak membagi kalian di dalam grup waktu ngerjain Task 4, kalian gimana ada kesulitan nggak?* (I did not divide you into some groups. Do you have any problems?)

SS : *Nggak kok mbak...* (No, Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

The students try to pronounce the expressions. They know the expressions of request after they learn Task 4. They can work well in the whole class.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

The results can be summarised in Table 46.

**Table 46: The Summary of Each Task Component: Task 4**

Component	Analysis	Revision
<b>Goal:</b> Presenting the language function input.	Effective	-
<b>Input:</b> The expressions of request.	Effective	-
<b>Activity:</b> pronouncing the expression	Effective	-
<b>Student role:</b> Participants	Effective	-
<b>Teacher role:</b> A guide and controller	Effective	-
<b>Setting :</b> Whole class	Effective	-

## 5. Task 5

### a. Goal

After doing Task 5, the students were more understand the expressions of request. It means that the goal in Task 5 can be achieved. It can be seen from the results of the interview and observation.

R : *Nah, setelah mengerjakan yang Task 5 ini kalian jadi tambah ngerti nggak tentang ekspresi yang dipakai untuk request? (Do you get more information about the expressions of request after learning this task?)*

SS : *Iya tahu sekarang. (Yes, Miss)*  
(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

After they learnt this Task, they are able to use the expressions of request.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

### b. Input

The inputs in this task are dialogues. Based on the students' opinions the dialogues were understandable. The data from the observation also show the similar result as the interview. During the teaching and learning process the students were able to complete the dialogue. In conclusion, the inputs in this task are effective. It can be found in the extracts of the interview transcript and field note.

R : *Ini kan dialognya pendek, cuma sekali ngomong aja...kalian lebih suka yang pendek atau milih yang panjang? (The dialogues are short. Which one do you like, the short dialogues or the long one?)*

SS : *Lebih suka yang pendek yang dua-dua... (We prefer the short dialogues to long dialogue.)*

R : *Jadi lebih suka yang gini aja? (So, you like these dialogues. Don't you?)*

SS : *Iya...*(Yes, Miss)  
(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/  
Unit 3)

I see the students' works one by one. They can do the task well.  
(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

### c. Activity

Based on the interview and observation, the students liked the activity that they did in this task. They did not feel bored and they were willing to practice the dialogue in front of the class. In conclusion, the activity in this task help them braver.

It can be seen in the extracts of the interview transcript and field note.

R : ... *bisa ngerjain nggak kemarin?* (Could you do the task?)  
SS : *Bisa...masih gampang.* (Yes, it is easy.)  
R : *Pas praktek dialognya gimana? Bosen nggak?* (Did you feel bored when practicing the dialogue?)  
O : *Nggak... malah menyenangkan...kan melatih keberanian.* (No, Miss. It was interesting. It can help us to be braver.)  
(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/  
Unit 3)

Then, I ask the students to practice one of the dialogues in front of the class. Two pairs of students are willing to practice the dialogue in front of the class. The other students listen to their friends in their seats.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

### d. Students' role

In this task, the students were asked to complete the dialogue and practice the dialogue in front of the class. They were able to complete the dialogue and they were also willing to practice the dialogue in front of the class. In conclusion, the students' roles are active in the classroom.

R : ... *bisa ngerjain nggak kemarin?* (Could you do the task?)

SS : *Bisa...masih gampang.* (Yes, it was easy.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

They can do the task well. Then, I ask the students to practice one of the dialogues in front of the class. Two pairs of students are willing to practice the dialogue in front of the class. The other students listen to their friends in their seats. After they learn this Task, they are able to use the expressions of request.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

e. Teacher's role

Based on the interview and observation, the students said that the teacher had explained clearly. However, they said that the teacher had to be assertive in the classroom. In conclusion, the teacher's role in this task needed to be revised.

R : *Saya peranannya gimana dik waktu ngajar?* (How about my role?)

SS : *Mbaknya jelas kalau njelasin...tapi ya kurang tegas dikit. Hehehehe* (You had explained clearly, but you need to be more assertive.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

I ask them to do Task 5. They read the instruction and start to do the task. I walk around the class to check the students' work. I see the students' works one by one.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

f. Setting

In this task, the students were asked to work in pairs. Based on the interview and observation, the students had no objection to work in pairs. They felt happy to work in pairs. In conclusion, the setting in this task is effective. It can be seen in the extracts of the interview transcript and field note.

R : *Terus ada masalah nggak untuk kerja berpasangan?* (Do you

have any problem working in pairs?)

SS : *Nggak mbak...malah seneng.* (No, Miss. We were happy.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

Then, I ask the students to practice one of the dialogues in front of the class. Two pairs of students are willing to practice the dialogue in front of the class. The other students listen to their friends in their seats.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

After analyzing the task components of Task 5, the results can be summarised in Table 47.

Table 47: **The Summary of Each Task Component: Task 5**

Component	Analysis	Revision
<b>Goal:</b> Assessing the students' understanding of the language function.	Effective	-
<b>Input :</b> Dialogues	Effective	-
<b>Activity:</b> Completing and practicing the dialogue.	Effective	-
<b>Student role:</b> Participants and actor	Effective	-
<b>Teacher role:</b> A guide and controller	The teacher is not assertive.	Being more assertive
<b>Setting :</b> In pairs	Effective	-

## 6. Task 6

### a. Goal

After studying Task 6, the students were able to use modals. They could achieve the goal. In conclusion, the goal can be achieved by the students. Here are the interview transcript and field note.

R : *Nah sekarang Task 6 nih...mudeng nggak?* (Now Task 6. Did you understand?)

SS : *Mudeng...* (Yes, we understood.)

R : *Sekarang udah tau gimana menggunakan modals?* (Now, do you know how to use modals?)

SS : *Insyaallah mbak...* ( Insyaallah Miss.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

After they read the examples, they are still confused. To make them understand, I explain the rule of grammar how to use modals in a sentence.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### b. Input

The input in this task is the grammar rule. Based on the interview and observation, the students were able to use modals. The input is understandable. In conclusion, the input in Task 6 is effective. It can be found in the extracts of the interview transcript and field note.

R : *Sekarang udah tau gimana menggunakan modals?* (Now, do you know how to use modals?)

SS : *Insyaallah mbak...* ( Insyaallah Miss.)

R : *...Gimana susah nggak?* (What do you think? Is it difficult?)

SS : *Nggak...* (No, Miss)

R : *Beneran ya?* (Are you sure?)

SS : *Beneran mbak...* (Yes, Miss.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

After I explained the rule in front of the class, I ask the students to give me an example of a sentence using modals. Some students can mention the sentences from their seats.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### c. Activity

Based on the interview and observation, the students said that the activity in Task 6 is not boring. The activity in this task makes them understand how to use the

modals. In conclusion, the activity in Task 6 is effective. It can be seen in the extracts of the interview transcript and field note.

R : *Saya kan cuma menerangkan di papan tulis... menurut kalian jelas nggak penjelasannya?* (I only explained in the white board... what do you think? Was my explanation clear?)

SS : *Jelas...* (Yes, Miss.)

R : *Kalian bosan nggak dengan kegiatannya?* (What do you think about the activity? Is it boring?)

SS : *Nggak mbak* (No, Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

To make them understand, I explain the rule of grammar how to use modals in a sentence. After I explained the rule in front of the class, I ask the students to give me an example of a sentence using modals. Some students can mention the sentences from their seats.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### d. Students' roles

Based on the interview and observation, the students had no problem to do the task. They could understand the materials and they were able to make sentences using modals. In conclusion, the students are active in the classroom. It can be found in the extracts of the interview transcript and field note.

R : *Kalian merasa ada kesulitan nggak?* (Do you have any problem?)

SS : *Nggak mbak...* (No, Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

After they read the examples, they are still confused. To make them understand, I explain the rule of grammar how to use modals in a sentence. After I explained the rule in front of the class, I ask the students to give me an example of a sentence using modals. Some students can mention the sentences from their seats.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)



#### e. Teacher's role

Based on the interview result, the students said that the teacher's explanation was clear. They could understand after listening to the teacher's explanation. In conclusion, the teacher's role can promote the students in the teaching and learning process. It can be seen in the extracts of the interview transcript and field note.

R : *Saya kan cuma menerangkan di papan tulis... menurut kalian jelas nggak penjelasannya?* (I only gave you explanation in the white board... what do you think? Was my explanation clear?)

SS : *Jelas...* (Yes, Miss.)

(Appendix E F/ Interview transcript/ students/ First Draft Implementation/ Unit 3)

To make them understand, I explain the rule of grammar how to use modals in a sentence. After I explained the rule in front of the class, I ask the students to give me an example of a sentence using modals.  
(Appendix/ Field Note/ First Draft Implementation/ Unit 3)

#### f. Setting

Based on the interview result, the students had no problems to work in the whole class. The observation result also shows the same data. In conclusion, the setting in this task can support the students doing the task. It can be found in the interview transcript and field note.

R : *Jadi untuk memahami yang task ini nggak perlu di bentuk ke kelompok-kelompok?* (Do you think that it needs to work in groups?)

SS : *Nggak...* (No Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

They have no problems working with the whole class.  
(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

The results can be summarised in Table 48.

Table 48: **The Summary of Each Task Component: Task 6**

Component	Analysis	Revision
<b>Goal:</b> Giving the students input of modals.	Effective	-
<b>Input :</b> The formula of modals	Effective	-
<b>Activity:</b> listening to the teacher's explanation.	Effective	-
<b>Student role:</b> Participants	Effective	-
<b>Teacher role:</b> A guide and controller	Effective	-
<b>Setting :</b> Whole class	Effective	-

## 7. Task 7

### a. Goal

Based on the interview and observation results, the students were able to do the task. It means that the students understood how to use modals. In conclusion, the goal in this task can be achieved by the students. It can be found in the extracts of the interview and field note.

R : *Sekarang sudah lebih paham cara menggunakan modals belum?* (Now, do you understand how to use modals?)

SS : *Iya... sudah...* (Yes, Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

After they have finished doing the task, I discuss the answers by calling the name of the students one by one. They can do the task well. (Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

### b. Input

Based on the interview and observation, the students said that the questions were not difficult. They could do the task well. In conclusion, the input in this task is understandable. It can be seen in the interview transcript and field note.

- R : *Kemarin bisa nggak?* (Could you do the task?)  
 SS : *Bisa...cuma disuruh pilih kok.* (Yes, Miss)  
 R : *Soalnya susah nggak?* (Are the questions difficult?)  
 SS : *Nggak...* (No, Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

In order to check the students understanding of grammar, I ask them to do Task 7. They do not need much time to do the task. After they have finished doing the task, I discuss the answers by calling the name of the students one by one. They can do the task well.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### c. Activity

The students were asked to state whether the sentences were true or false.

They said that the activity could help them understand the materials. In conclusion, the activity is effective. Here are the extracts of the interview transcript and field note.

- R : *Kegiatan di task ini membantu kalian dalam memahami penggunaan modals nggak?* (Does the activity in this task help you understand the materials?)  
 SS : *Iya... ini kan kita disuruh menentukan kalimatnya benar atau nggak. Jadi kita lebih tahu.* (Yes... in this task, we were asked to state whether the sentences true or false, so we can understand.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

They do not need much time to do the task. After they have finished doing the task, I discuss the answers by calling the name of the students one by one.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### d. Students' roles

Based on the interview and observation results, the students were enthusiastic doing the task. They had no problems during doing the task. In conclusion, the

students are active in the classroom. It can be found in the extracts of the interview transcript and field note.

R : *Kemarin bisa nggak?* (Could you do the task?)

SS : *Bisa...cuma disuruh pilih kok.* (Yes, Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

They can do the task well. They look enthusiastic attending this task.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### e. Teacher's role

According to the students' opinion, they said that the teacher had given them a clear explanation and guidance. The teacher also helped them do the task. It can be concluded that the teacher's role as expected. The extracts of the interview transcript and field note are as the evidence.

R : *Terus peran gurunya gimana menurut kalian? Apa sudah cukup membantu kalian?* (What about the teacher's role? Is it helpful?)

SS : *Iya... mbaknya sudah mengarahkan dengan baik.* (Yes, you have given us clear guidance.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

I ask them to do Task 7. They do not need much time to do the task. After they have finished doing the task, I discuss the answers by calling the name of the students one by one. They can do the task well. They look enthusiastic attending this task.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### f. Setting

Based on the interview and observation results, the students had no problems doing the task individually. They could do the task well by themselves. In

conclusion, the setting in this task is effective. It can be seen in the extracts of the interview transcript and field note.

R : *Kemarin kalian bisa mengerjakan sendiri?* (Could you do the task?)

SS : *Iya mbak...* (Yes, Miss)

R : *Ada kesulitan nggak?* (Is there any problem?)

SS : *Nggak ada.* (No, Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

After they have finished doing the task, I discuss the answers by calling the name of the students one by one. They can do the task well by themselves.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

After analyzing the task components of Task 7, the results can be summarised in Table 49.

Table 49: **The Summary of Each Task Component: Task 7**

Component	Analysis	Revision
<b>Goal:</b> Assessing the students' understanding of language function and grammar.	Effective	-
<b>Input:</b> There are some sentences.	Effective	-
<b>Activity:</b> Stating the sentences whether they are true or false.	Effective	-
<b>Student role:</b> Participants	Effective	-
<b>Teacher role:</b> A guide and controller	Effective	-
<b>Setting :</b> Individual	Effective	-

## 8. Task 8

### a. Goal

Based on the interview and observation, the students could achieve the goal in this task. They could understand and use the expressions of request and modals

after they learnt this task. In conclusion, the goal in this task can be reached by the students. It can be seen from the interview and observation results.

R : *Kalian setelah mengerjakan task ini jadi lebih paham cara menggunakan modals dan ekspresi request nggak dik?* (Did you understand and know how to use the expression of request after you learnt this task?)

SS : *Iya mbak.* (Yes, Miss)

O : *Kita disuruh membuat dialog dengan menggunakan ekspresi request jadi kita semakin mudeng.* (We were asked to make a dialogue using expression of request, so we could understand.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

They are able to make the dialogue with their partners

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### b. Input

There are five situations provided in this task. The students were asked to make a simple dialogue based on the situations. Based on the interview and observation results, the students had no problems with the situations. They could understand the situations. Therefore, they could make the dialogues well. In conclusion, the input in this task is understandable.

R : *Jadikan ini ada 5 situasi. Ada kesulitan nggak?* (There are five situations. Are there any difficulties?)

SS : *Nggak...* (No, Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

I walk around the class to see the students' work. They are able to make the dialogue with their partners. They have no problem making the dialogues based on the situations.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

### c. Activity

Based on the data of the interview and observation, the activity made the students familiar with the expressions. In conclusion, the activity can make the students achieve the goal. It can be seen in the interview transcript and field note.

R : *Menurut kalian ini mending milih salah satu situasi atau ngerjain semua?* (Which one do you choose? You have to choose one of the situations or make some dialogues based on the situations provided?)

N : *Ngerjain semua biar tambah mudeng.* (It will be better if we make some dialogues based on the situations provided.

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

I ask them to work in pairs. They read the instruction and give me a question related to the task. A student asks me whether they have to make some dialogues based on the situations or only make a dialogue. Then, I explain to them that they have to make dialogues based on those situations. They only need to make simple dialogues. The students understand and start to make the dialogues.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

### d. Students' roles

Based on the interview and observation results, the students could do the task well. They could make the dialogues based on the situations provided. In conclusion, the students are active in the classroom.

R : *Berarti kalian mudeng kan? Bisa mengerjakan kemarin?* (Do you understand? Could you do the task?)

SS : *Iya mbak bisa...* (Yes, Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

They are able to make the dialogue with their partners. They have no problem making the dialogues based on the situations.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

e. Teacher's role

The teacher's role is effective. It can be seen from the interview and observation that the teacher had given the students a clear explanation and she also could help the students do the task.

- R : ...*terus saya mengarahkan kalian sudah jelas belum dik? Sebagai guru saya perannanya sudah membantu kalian atau belum?* (Is my explanation clear? Is my role helpful?)  
 SS : *Sudah baik...cukup membantu.* (Yes Miss. You help us do this task.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

I ask them to work in pairs. They read the instruction and give me a question related to the task. A student asks me whether they have to make some dialogues based on the situations or only make a dialogue. Then, I explain to them that they have to make dialogues based on those situations. They only need to make simple dialogues. The students understand and start to make the dialogues. I walk around the class to see the students' work. They are able to make the dialogue with their partners. They have no problem making the dialogues based on the situations. After all students have finished doing the task, I ask one of them to practice one of the dialogues.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

f. Setting

In this task, the students were asked to work in pairs. They had no problems to work in pairs. It means that they had no objection to work in pairs. In conclusion, the setting in this task is effective. The extracts of the interview and field note are as evidence.

- R : *Terus ada masalh nggak kemarin dalam mengerjakan secara berpasangan?* (Did you have any problem doing this task in pairs?)  
 SS : *Nggak.* (No, Miss)  
 Ra : *Malah enak bisa mikir berdua.* (I like to work in pairs because



I can share with my partner.  
(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

They are able to make the dialogue with their partners. They have no problem making the dialogues based on the situations. After all students have finished doing the task, I ask one of them to practice one of the dialogues. I tell them that I need five pairs of students to practice the dialogues based on each situation. Some students raise their hand and want to practice the dialogue.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

After analyzing the task components of Task 8, the results can be summarised in Table 50.

Table 50: **The Summary of Each Task Component: Task 8**

Component	Analysis	Revision
<b>Goal:</b> Assessing the students' understanding of language function and grammar.	Effective	-
<b>Input:</b> There are some situations	Effective	-
<b>Activity:</b> Making some dialogues based on the situations provided and practicing one of the dialogues.	Effective	-
<b>Student role:</b> Participants and actor	Effective	-
<b>Teacher role:</b> A guide and controller	Effective	-
<b>Setting :</b> In pars	Effective	-

## 9. Task 9

### a. Goal

The goal in this task is effective. It can be known from the interview and observation results. The students were happy playing the game. They felt better after playing the game. Here are the extracts of the interview transcript and field note.

- R : *Seneng main game nya?* (Did you feel happy playing the game?)  
 SS : *Seneng...* (Yes, we were happy.)  
 R : *Cukup mengobati kepusingan kalian setelah mengerjakan*

*task-task sebelumnya?* (Did the game make you relax?)

SS : *Iya...* (Yes, Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

It runs well and the students feel better.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### b. Input

Based on the interview and observation, the input is effective. The game could make the students relax. The game could be played easily by the students. The extracts of the interview transcript and field note are as the evidence.

R : *...kemarin game nya gimana?* (How about the game?)

SS : *Seru...* (It was attractive.)

R : *Seneng main game nya?* (Did you feel happy?)

SS : *Seneng...* (Yes, Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

The game is not too difficult, so the students can play the game. It runs well and the students feel better.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### c. Activity

Based on the interview and observation, the students were enthusiastic joining the activity in this task. They looked happy during playing the game. In conclusion, the activity can help the students achieve the goal.

R : *Seneng main game nya?* (Did you feel happy?)

SS : *Seneng...* (Yes, Miss.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

The students look enthusiastic joining the game. I give them 15 minutes to play the game and I lead the game. I divide the students into 4 groups because there are 4 rows in the class. I whisper the

different expression of request to the students who sit in the back. Then, that students whisper the expression to the students in front of them. The game is not too difficult, so the students can play the game.  
(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

d. Students' roles

According to the interview and observation results, the students could play the game well. They were enthusiastic attending the game. It means that the students' roles are effective. It can be seen in the extracts of the interview transcript and field note.

R : *Dan kalian bisa menjalankan tugas di game ini dengan baik?*  
(Could you play the game well?)

SS : *Iya...* (Yes, Miss.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

I whisper the different expression of request to the students who sit in the back. Then, that students whisper that expression to the student in front of them. The game is not too difficult, so the students can play the game.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

e. Teacher's role

The teacher had given the students clear explanation. She could facilitate the students in the teaching and learning process. It can be seen from the interview and observation results.

R : *Ehmmm... tapi setelah saya menjelaskan terus bisa?* (After I give you explanation, could you understand the rules of the game?)

SS : *Iya mudeng...* (Yes, I understand.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

I give them 15 minutes to play the game and I lead the game. I divide the students into 4 groups because there are 4 rows in the class.  
(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

f. Setting

In this task, the students were divided into four groups. They had no problems to work in their own group. They could cooperate with the member of the groups. In conclusion, the setting in this task is effective.

R : *Ehmm... menurut kalian anggota per grupnya terlalu banyak nggak?* (What do you think about the members of the group? Is there too many members in each group?)

Ra : *Nggak kok mbak, udah pas nanti kalau di kurangi malah jadi sedikit kan gak rame.* (No, Miss. The members of each group are enough.)

R : *Terus kemarin berarti gak ada masalah dengan kelompok kalian ya?* (So, you have no problem with your group. Have you?)

SS : *Iya mbak...* (Yes, Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

I give them 15 minutes to play the game and I lead the game. I divide the students into 4 groups because there are 4 rows in the class.... It runs well and the students feel better.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

Table 51 presents the summarised of the task analysis.

Table 51: **The Summary of Each Task Component: Task 9**

Component	Analysis	Revision
<b>Goal:</b> Relaxing the students	Effective	-
<b>Input:</b> The rule of the game.	Effective	-
<b>Activity:</b> Playing a game	Effective	-
<b>Student role:</b> Participants	Effective	-
<b>Teacher role:</b> A guide and controller	Effective	-
<b>Setting :</b> In a group	Effective	-

## 10. Task 10

### a. Goal

After doing this task, the students were more familiar with the expressions of request. They were able to use the modals too. In conclusion, the goal in this task is effective. It can be found in the extracts of the interview transcript and field note.

R : *Setelah kalian mengerjakan task ini gimana? (What do you get after doing this task?)*

SS : *Ya kita makin paham mbak. (We understand more.)*

R : *Makin paham ngapain? (Understand of what?)*

Ra : *Membuat dialog menggunakan ekspresi request. (Understand to make dialogue using expression of request.)*

N : *Sama itu menggunakan can, could dan teman-temannya. (We also understand how to use can, could, etc.)*

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

So, the students are able to make the dialogue using appropriate expressions.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

### b. Input

There is a picture as input in this task. Based on the interview and observation, the picture was quite clear and understandable. In conclusion, the input is effective. It can be seen in the interview transcript and field note.

R : *Iya...terus gambarnya udah jelas belum? Ini dimana? (How about the picture? Where is this?)*

SS : *Kaya di tempat peralatan rumah tangga. (It is in a furniture store.)*

R : *Berarti nggak bingung ya? (So, you are not confused. Are you?)*

SS : *Nggak... (Yes, Miss)*

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

They have no problems with the picture and they can understand the picture. So, the students are able to make the dialogue using appropriate expressions.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### c. Activity

The activity was interesting. The students said that the activity is not boring.

In conclusion, the activity in this task is interesting. It can be seen from the interview and observation results.

R : *Kegiatannya disini kalian bosan nggak?* (Is the activity boring?)

SS : *Nggak kok...* (No, Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

They make a dialogue based on the picture in Pairs.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

#### d. Students' roles

In this task, the students were asked to make a dialogue based on the picture.

They were able to make a dialogue based on the picture provided. Based on the interview and observation results, the students had no problems doing this task. In conclusion, the students were active in the classroom.

R : *Terus kalian disuruh membuat percakapan tentang itu... bisa nggak?* (Could you make the dialogue based on the picture?)

SS : *Bisa* (Yes, we could.)

R : *Yang bener?* (Are you sure?)

SS : *Ya bener to...* (Sure)

R : *Kalian ada kesulitan nggak waktu ngerjain task ini?* (Do you have any problem during doing this task?)

SS : *Nggak ada...* (No, Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

They make a dialogue based on the picture in Pairs. I walk around to check the students' work and manage the class. After that, I ask them to practice the dialogue in front of the class. I only ask a pairs to practice the dialogue, because there is no much time. They have no problems with the picture and they can understand the picture. So, the students are able to make the dialogue using appropriate expressions.  
(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

e. Teacher's role

In this task, the teacher walked around the class to monitor and manage the class. Based on the interview and observation, the students agreed with the teacher's role because they could ask the problems to the teacher any times. In conclusion, the teacher can facilitate the students in the teaching and learning process.

R : ...*nah kalian itu merasa malu apa nggak waktu saya memerikasa tugas kalian. Atau kalian maunya saya tetap diam aja di depan duduk?* (Do you feel shy when I see your work? Which one do you like? I sit during the teaching and learning process or I walk around the class?)

SS : *Keliling-keliling...* (You walk around the class.)

R : *Kenapa?* (Why?)

SS : *Kalau mau 247anya gampang, bisa dipanggil kapan saja.*  
(Because I can ask you any time.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

They make a dialogue based on the picture in Pairs. I walk around to check the students' work and manage the class. After that, I ask them to practice the dialogue in front of the class. I only ask a pairs to practice the dialogue, because there is no much time. They have no problems with the picture and they can understand the picture. So, the students are able to make the dialogue using appropriate expressions.  
(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

f. Setting

In this task, the students were asked to work in pairs. Based on the interview and observation results, they had no problems when working in pairs. In conclusion, the setting in this task is effective.

R : *Ada masalah nggak waktu ngerjain berpasangan?* (Do you have problem during working in pairs?)

SS : *Nggak ada...* (No, Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

They make a dialogue based on the picture in Pairs. I walk around to check the students' work and manage the class. After that, I ask them to practice the dialogue in front of the class. I only ask a pairs to practice the dialogue, because there is no much time. They have no problems with the picture and they can understand the picture. So, the students are able to make the dialogue using appropriate expressions.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

After analyzing the task components of Task 10, the results can be summarised in Table 52.

Table 52: **The Summary of Each Task Component: Task 10**

Component	Analysis	Revision
<b>Goal:</b> Assessing the students' understanding of language function and grammar.	Effective	-
<b>Input:</b> A picture.	Effective	-
<b>Activity:</b> Making a dialogue based on the picture and practicing it in front of the class.	Effective	-
<b>Student role:</b> Participants an dactor	Effective	-
<b>Teacher role:</b> A guide and controller	Effective	-
<b>Setting :</b> Individual	Effective	-



## 11. Task 11

### a. Goal

Based on the interview and observation results, the students could achieve the goal in this task. After they learnt this task, the students were able to use the expressions of request in the dialogue. In conclusion, the goal in Task 11 can be achieved by the students.

R : *Setelah ngerjain task ini gimana?* (What do you get after learning this task?)

SS : *Jadi lebih ngerti lagi cara menggunakan ekspresi request.* (We understand how to use the expressions of request.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

After they did task 11, they know how to use the expressions of request.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

### b. Input

The input in this task is a situation. Based on the interview and field note data, the situation was suitable for the students of the Marketing Program. In conclusion, the input in Task 11 is effective.

R : *Mudeng nggak situasinya nih?* (Could you understand the situation?)

N : *Iya ini disuruh Buat dialog antara shop assistant dan customer. Andaikan kamu perg ke toko dan membeli sesuatu, kamu menemukan beberapa kesulitan untuk menemukannya dan kamu bertanya pada shop assistant untuk membantumu.* (Yes, we have to make a dialogue between shop assistant and customer.)

R : *Terus sudah sesuai belum situasinya sama jurusan kalian?* (Do you think that the situation is appropriate for the Marketing Program?)

SS : *Sesuai...* (Yes Miss)

R : *Sesuaiinya kenapa?* (Why?)

Ra : *Ini tentang penjualan dan kita juga jurusan penjualan...*(It is about marketing and we are also the students of Marketing Program.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

They read the instruction and the situation in that task. Some of them are confused and I try to make them clear by explaining the situation to them. After they understand, I ask them to start making a dialogue. (Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

### c. Activity

In this task, the students were asked to make the dialogue based on the situation and practice it in front of the class. The students were able to make the dialogue and they were willing to practice the dialogue in front of the class. In conclusion, the activity in Task 11 can help the students achieve the goal. It can be seen from the extracts of the interview transcripts and field note.

R : *Disuruh ngapain?* (What did you do in this task?)

SS : *Berpasangan buat lah dialog berdasarkan situasi berikut kemudian praktekan dialog.* (In pairs, make the dialogue based on the situation and practice it.)

R : *Jadi bisa ya kemarin bikin dialognya?* (Could you make the dialogue?)

SS : *Bisa...* (Yes, Miss.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

Then, I ask them to practice the dialogue after they have finished their work. After they did task 11, they know how to use the expressions of request.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

d. Students' roles

Based on the interview and observation, the students were able to do their role. They were active in the class. They could make the dialogue and practice the dialogue in front of the class. In conclusion, the students are active in the classroom.

R : *Jadi bisa ya kemarin bikin dialognya?* (Could you make the dialogue?)

SS : *Bisa...* (Yes, Miss.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

Then, I ask them to practice the dialogue after they have finished their work. After they did task 11, they know how to use the expressions of request.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

e. Teacher's role

The teacher gave the students clear guidance in the teaching and learning process. She also helped the students who were confused. In conclusion, the teacher can facilitate the students in the teaching and learning process. Here are the extracts of the interview transcript and field note.

R : *Peran saya gimana di task ini? Sudah mendukung belum atau membantu belum?* (How about the teacher's role? Is the teacher helpful?)

SS : *Sudah mbak... membantu kami lebih memahami gambarnya.* (Yes, Miss... the teacher helps us understand the picture.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

They read the instruction and the situation in that task. Some of them are confused and I try to make them clear by explaining the situation to them. After they understand, I ask them to start making a dialogue in pairs. Then, I ask them to practice the dialogue after they have finished their work.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

f. Setting

In this task, the students were asked to work in pairs. They had no problems when doing the task in pairs. They could cooperate with their partners. In conclusion, the setting can promote the students to do the task.

R : *Ada masalah waktu ngerjain task ini dengan pasangan kalian nggak?* (Do you have any problem with your partners when doing this task?)

SS : *Nggak ada...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

After they understand, I ask them to start making a dialogue in pairs. Then, I ask them to practice the dialogue after they have finished their work. After they did task 11, they know how to use the expressions of request.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

After analyzing the task components of Task 11, the results can be summarised in Table 52.

Table 52: **The Summary of Each Task Component: Task 11**

Component	Analysis	Revision
<b>Goal:</b> Assessing the students' understanding of the materials.	Effective	-
<b>Input:</b> A situation	Effective	-
<b>Activity:</b> Making a dialogue based on the picture and practicing it.	Effective	-
<b>Student role:</b> Participants and actor	Effective	-
<b>Teacher role:</b> A guide and controller	Effective	-
<b>Setting :</b> In pairs	Effective	-

## 12. Task 12

### a. Goal

Based on the interview and observation results, the students could achieve the goal in Task 12. They were more familiar with expressions of request. They were able to use the expressions of request appropriately. In conclusion, the goal in Task 12 is effective. It can be found in the interview transcript and field note.

R : *Setelah ngerjain task ini gimana? Apa yang kalian dapat?*  
(What do you get after studying this task?)

SS : *Ya jadi semakin terbiasa aja menggunakan ekspresi request.* (I become more familiar with the expressions of request.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

They can do the task on time. It means that they have no problems doing this task. They are able to use the appropriate expressions.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

### b. Input

The input in this task is a picture. Based on the data of the interview and observation, the picture is understandable. The picture also has the suitable context for the students of the Marketing Program. In conclusion, the input in Task 12 is understandable.

R : *Gambarnya bisa dipahami nggak?* (Is the picture understandable?)

SS : *Bisa...* (Yes, it can.)

R : *Ini beli apa?* (What did he buy?)

SS : *Radio...* (Radio)

R : *Bisa kemarin membuat dialognya?* (Could you make the dialogue?)

SS : *Bisa...*

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

They can do the task on time. It means that they have no problems doing this task. They are able to use the appropriate expressions.  
(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

c. Activity

In this task, the students were asked to make the dialogue based on the picture. The students were able to make the dialogue and they had no problems doing the task. They could attend the activity well. In conclusion, the activity in Task 12 is effective.

R : *Nggak ada kesulitan?* (Did you have any problem?)

SS : *Nggak...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

I ask the students to read the instruction and look at the picture carefully. I ask them to work in pairs and look at the previous tasks to help them make the dialogue. In this task, the students do not need to practice the dialogue in front of the class, because there is no enough time. So, I ask them to submit their works to me. They can do the task on time.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

d. Students' roles

Based on the interview and observation results, the students were able to finish the task well. They could make the dialogue based on the picture on time. In conclusion, the students' roles in Task 12 are active in the classroom.

R : *Bisa kemarin membuat dialognya?* (Could you make the dialogue?)

SS : *Bisa...* (Yes, Miss.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

I ask the students to read the instruction and look at the picture carefully. I ask them to work in pairs and look at the previous tasks to

help them make the dialogue. In this task, the students do not need to practice the dialogue in front of the class, because there is no enough time. So, I ask them to submit their works to me. They can do the task on time. It means that they have no problems doing this task. They are able to use the appropriate expressions.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

e. Teacher's role

The students said that the teacher had given them a clear explanation and guidance. The teacher also helped the students who were confused during making the dialogue. In conclusion, the teacher can promote the students in the teaching and learning process.

R : *Saya ngasih gambarannya kemarin pas nyuruh ngerjain udah jelas belum? Kalian bisa paham?* (Is my explanation clear and understandable?)

SS : *Bisa...* (Yes, Miss)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

I ask the students to read the instruction and look at the picture carefully. I ask them to work in pairs and look at the previous tasks to help them make the dialogue. In this task, the students do not need to practice the dialogue in front of the class, because there is no enough time. So, I ask them to submit their works to me. They can do the task on time. It means that they have no problems doing this task. They are able to use the appropriate expressions.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

f. Setting

In this task, the students were asked to work in pairs. Based on the interview and observation results, the students could cooperate with their partners to finish the work. In conclusion, the setting in Task 12 is effective.

R : *Dalam kerja berpasangan ada masalah nggak?* (Do you have any problem working in pairs?)

SS : *Nggak ada...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ2/ First Draft Implementation/ Unit 3)

I ask the students to read the instruction and look at the picture carefully. I ask them to work in pairs and look at the previous tasks to help them make the dialogue. In this task, the students do not need to practice the dialogue in front of the class, because there is no enough time. So, I ask them to submit their works to me. They can do the task on time. It means that they have no problems doing this task. They are able to use the appropriate expressions.

(Appendix E/ Field Note/ First Draft Implementation/ Unit 3)

After analyzing the task components of Task 12, the results can be summarised in Table 54.

Table 54: **The Summary of Each Task Component: Task 12**

Component	Analysis	Revision
<b>Goal:</b> Assessing the students' understanding of the materials.	Effective	-
<b>Input:</b> A picture	Effective	-
<b>Activity:</b> Making a dialogue based on the picture	Effective	-
<b>Student role:</b> Participants	Effective	-
<b>Teacher role:</b> A guide and controller	Effective	-
<b>Setting :</b> In pairs	Effective	-

### 3) The Revision of the First Draft of Unit 3

After analysing all of the task components in each task, the researcher has to make improvement of the task. Table 55 presents the revision and improvement of task components in each task.



Table 55: The Revision of the First Draft Implementation of Unit 3

No	Name of Task	Component to be revised	Improvement
1.	Task 1	-	-
2.	Task 2	-	-
3.	Task 3	-	-
4.	Task 4	-	-
5.	Task 5	<b>Teacher's role:</b> The teacher cannot manage the class.	Being more assertive
6.	Task 6	-	-
7.	Task 7	-	-
8.	Task 8	-	-
9.	Task 9	-	-
10.	Task 10	-	-
11.	Task 11	-	-
12.	Task 12	-	-

## 6. The Summary of the First Draft

This part presents the summary of the first draft of the developed materials. Based on the evaluation, it can be found that some tasks are good. However, there are also some tasks that had to be improved. In order to improve the first draft, the researcher had planned to make some changes in the second draft. Table 56 and 57 show the task components that should be improved in the first draft and the planning that will be implemented in the second draft. Here are the summary of the first draft of Unit 1.

Table 56: The Summary of the First Draft of Unit 1

No	Name of Task	Aspects to Improve in the First Draft	The Planning for the Second Draft
1.	Task 2	<b>Input text:</b> There are some difficult words.	Providing a table that consists of some difficult words and their meanings.
2.	Task 7	<b>Goal:</b> The goal cannot be achieved by the students because they are unable to use the Simple Present Tense.	Providing a grammar exercise to practice using the Simple Present Tense. Therefore, there is a grammar exercise (in the second draft) under the formula of the Simple Present Tense.
		<b>Input text:</b> The input is difficult to understand by the students.	Giving the students more examples how to use the Simple Present Tense. Therefore, there are some examples of sentences using the Simple Present Tense.
		<b>Students' roles:</b> Some students cannot participate well in the classroom.	Asking the students not only to listen to the teacher's explanation, but also they are asked to make some sentences using the Simple Present Tense. They are also asked to do the grammar exercise.
3.	Task 8	<b>Input text:</b> The second dialogue is not effective.	Changing the dialogue into one similar to the first dialogue.
4.	Task 9	<b>Setting:</b> The whole class setting is not helpful.	Dividing the students into two groups. Therefore, the instruction in Task 9 is changed.
5.	Task 10	<b>Input text:</b> The second situation is too difficult for the students.	Changing the second situation with other situations.
		<b>Activity:</b> The activity is boring.	Providing an interesting activity i.e. playing a game during doing Task 10.
6.	Task 11	<b>Input text:</b> The second picture is not clear.	Brightening the second picture.

Based on Table 55, it can be found that there are some tasks in the first draft of Unit 1 that had to be improved. They are Task 2, Task 7, Task 8, Task 9, Task 10, and Task 11. They were changed because some components in those tasks were not

effective. Therefore, there are some changes in the second draft of Unit 1. The complete developed materials can be seen in Appendix D.

Meanwhile, some tasks in Unit 2 are also good. However, there are also some tasks that had to be improved. They are Task 1, Task 2, Task 6, and Task 9. The task components in those tasks were not effective. Besides, the researcher also changed the arrangement of the second draft of Unit 2. Task 3 was moved to Task 4. Meanwhile, Task 4 was moved to Task 6. Then, Task 5 was moved to Task 3 and Task 6 was moved to Task 7. Finally, Task 7 was moved to Task 5. For the rest tasks, they were still in their position. Therefore, the second draft of Unit 2 is different from the first draft of Unit 2 both in content and arrangement. The complete developed materials can be seen in Appendix D.

**Table 57: The Summary of the First Draft of Unit 2**

No	Name of Task	Aspects to Improve in the First Draft	The Planning for the Second Draft
1.	Task 1	<b>Activity:</b> The activity is boring.	Changing the activity with the interesting one. Therefore, the instruction is changed.
2.	Task 2	<b>Setting:</b> The individual setting is not helpful.	Asking the students to work in pairs. Therefore, the instruction is changed.
3.	Task 7	<b>Goal:</b> The goal cannot be achieved because the students are unable to use Wh-questions.	Providing a grammar exercise to practice using Wh-questions.
		<b>Input text:</b> The input is confusing.	Making the formula as simple as possible.
		<b>Activity:</b> The activity cannot promote the students to understand Wh-questions.	Changing the activity. Therefore, the students are not only asked to listen to the teacher's explanation but also asked them to do a grammar exercise.

No	Name of Task	Aspects to Improve in the First Draft	The Planning for the Second Draft
4.	Task 9	<b>Students' role:</b> The students cannot participate well in the classroom.	Asking the students to make questions using Wh-questions to ask information.
		<b>Teacher's role:</b> The teacher cannot help the students understand Wh-questions.	Giving the students a clear explanation and giving them some examples of questions using Wh-questions.
		<b>Goal:</b> The goal cannot be achieved because The students cannot enjoy the game.	Changing the game. Therefore, there is a different game from the first draft.
		<b>Input:</b> The game is too difficult for the students.	Changing the game with the easier one.
		<b>Activity:</b> The activity is not interesting.	Changing the activity with the interesting one.
		<b>Students' role:</b> The students cannot participate well when playing the game.	Giving a clear instruction for the students. Therefore, the instruction is changed.
		<b>Teacher's role:</b> The teacher cannot manage the class.	Being more assertive.

Moreover, for Unit 3, there is only one revision i.e. in Task 5. The teacher's role in Task 5 is not effective because the teacher could not manage the class. Moreover, the other task components were effective. Therefore, there is not much different between the first draft of Unit 3 and the second or final draft of Unit 3. Besides, Unit 3 is not implemented again, because there is no enough time to implement the second draft of Unit 3.

## **7. The Description of the Second Draft of the Developed Materials**

As mentioned earlier, there are some changes in the second draft of developed materials. This part presents the description of the developed materials in the second draft. For Unit 1, there are some changes in some tasks such as Task 2, Task 7, Task 8, Task 9, Task 10, and Task 11. The input text in Task 2 was changed because some words in the dialogue are difficult for the students. Meanwhile, the other components of Task 2 were effective. Therefore, the researcher provided a list of some difficult words and their meaning to help the students.

The components of Task 7 that had to be revised were the goal, input text, and students' role. Meanwhile, the other components of Task 7 were effective. In order to improve those components, there is a grammar exercise to practice their skill of grammar. The students are asked not only to listen to the teacher's explanation but also to give the students some sentences using the Simple Present Tense. Then, they are also asked to do the grammar exercise.

In Task 8, there is only a component that had to be revised i.e. the input text. There are two dialogues as the input texts. The second dialogue was not effective. Therefore, the second dialogue in Task 8 was changed into one similar to the first dialogue.

The setting in Task 9 had to be revised because the whole class setting was not helpful for the students. In the second draft, the setting of Task 9 was changed into a small group. In this task, the students are divided to play the game in a small group. Therefore, the instruction in Task 9 was also changed.

For Task 10, there are two components that had to be revised. They are the input text and the activity. Meanwhile, the other components were effective. In Task 10, there are two situations as the input texts. However, the second situation is too difficult for the students. Therefore, it was changed into the easier one. Related to the activity, the students in this task are asked to make the dialogue based on one of the situations and to practice it. In this task, the teacher will play a game before asking them to practice the dialogue in front of the class.

The last task in the first draft of Unit 1 that had to be revised is Task 11. The component that was not effective is the input text. In Task 11, there are some situational pictures provided as the input text. However, the second picture is not clear. Therefore, the second picture in this task was brightened.

For Unit 2, there are also some tasks that were changed. They are Task 1, Task 2, Task 6, and Task 9. The component of Task 1 that had to be revised is the activity. The activity in the first draft is boring. Therefore, in this task the students are asked to look at the picture, and then she asks them to describe the picture. After that, she gives them some questions based on the picture. It is aimed to direct their attention to the topic and to prepare their mind to deal with it.

Meanwhile, the task component of Task 2 that had to be revised is the setting. The individual setting was not helpful for the students. Therefore, in the second draft, the students are asked to work in pairs. It means that this task has a different instruction from the first draft.

Most of the task components of Task 6 had to be revised, except the setting. In the second draft, the students still have to work individually. They have to find out the meaning of some words in the dictionary. After that, the teacher discusses the answers together. Then, she asks the students to pronounce the words one by one. In this case, the teacher's role is as a feedback provider.

Like Task 6, most components in task 9 also had to be revised except the setting. The game in the second draft was different from the first draft. In this task, the students are asked to ask the price of things in the classroom. They are divided into four groups. Each group has different things. Then, the teacher will give a price tag on the things. The students are asked to ask a simple question to find out information related to the things in their groups. In this task, the teacher is as a participant too, because she will be the part of the game.

For Unit 3, there was only one revision. The task that had to be revised is Task 5. The component of Task 5 that was not effective was the teacher's role. The teacher could manage the class. Therefore, in the second draft, the teacher will be more assertive.

## **8. The Implementations, Evaluations, and Revisions of the Second Draft**

### **a. The Implementations, Evaluations, and Revisions of the Second Draft of Unit 1**

In order to make sure that the materials were effective. The second implementation was conducted. After evaluating and improving the first draft of developed materials, they were implemented again. However, only two developed materials were implemented i.e. Unit 1 and Unit 2. This part presents the description, evaluation, and revision of the second draft implementation.

#### **1) The Description of the Second Draft Implementation of Unit 1**

As mentioned earlier, the second draft implementation of Unit 1 was conducted to make sure that the developed material was effective for the students of Marketing Program. It was conducted on May 10, 2011 in the class of XPJ1. The lesson was started at 08. 45 - 11.15. In this implementation, the researcher was as the teacher. Actually, the activities in the second draft were not much different from the first draft of Unit 1, but in the second draft there were some changes related to the inputs. Here are the descriptions of the second draft implementation of Unit 1.

In Task 1, there was no much different related to the activity. It was same as the first draft. The students were asked to look at the picture and answer the questions based on the picture orally. It was aimed to direct the students' attention to the topic and prepare their mind to deal with it.



Then, the teacher continued discussing Task 2. There was a list of difficult words to help the students understand the dialogue. In this task, the students were asked to read the dialogue and answer the questions that follow. They had to do the task by themselves. Meanwhile, the teacher walked around the class to manage the class and check the students' works.

The teacher moved to the next task i.e. Task 3. Before the students did the task, they had to read the instruction first. Then, they were asked to work individually. They had to find the expressions of describing things from the dialogue. After that rewrite those expressions in the table provided. When the students did the task, the teacher walked around the class. After they had finished, the teacher discussed the answers together.

The next task was Task 4. There were some expressions of describing things and their responses, and the features as the input. The inputs and the activity in this task were same as the first draft. There was no revision. The students were asked to pronounce the expressions of describing things after they listened to the teacher. She also explained the features that are commonly used to describe things.

In order to find out the students' understanding of the materials especially the language function, the students were asked to do Task 5. They were asked to complete and to practice the dialogue in front of the class with their partners. They were active during doing this task. They were willing to practice the dialogue in front of the class.

Then, the teacher continued to discuss Task 6. In this task, the students were asked to find out the meaning of some words. Those words were helpful for the students. They could find out the meaning in the dictionary. After that, they were asked to pronounce the words.

Next, the teacher explained the rule of the Simple Present Tense to the whole class. Sometimes, the teacher asked the students to give her a sentence using the Simple Present Tense. The teacher also asked them to do the grammar exercise.

In order to find out the students' understanding of grammar, the students were asked to do Task 8. They had to complete and practice the dialogue with their partners. They could cooperate with their partners to finish the work.

The teacher moved to the game task (Task 9). In this task, the students were divided into two groups. They played the game with their friends. It was aimed to make them relax. The teacher led the game.

Then, the teacher continued discussing Task 10. In this task, the students were asked to make a dialogue by choosing one of the situations. After that they had to practice the dialogue in front of the class. The teacher played a game before asking them practiced the dialogue. She gave a glass of water to the student who sat in the front right corner. Then, she asked that student to give the glass to the student next her/ him while listening to the English song. When the music stopped, she looked where the glass stopped. Then, the student who had the glass should practice the dialogue in front of the class with their own partners.

Then, the teacher asked the students to make the dialogue based on the pictures in Task 11. In this task, they had to work in pairs. They were asked to make a dialogue based on the picture. After making the dialogue, they had to memorise the dialogue and practice it in front of the class.

After that, the teacher moved to the next page (Task 12). The students were asked to make a dialogue. However, they had not to practice the dialogue in front of the class. They just made the dialogue and submitted it to the teacher.

## 2) The Evaluation of the Second Draft of Unit 1

In order to find out the students' agreement to the developed materials, the fourth questionnaire was administered to the students of XPJ1. As mentioned earlier in the previous chapter, the fourth questionnaire was aimed to evaluate the developed materials. It consisted two parts. The first part was aimed to evaluate the developed materials as a whole. Meanwhile, the second one was aimed to evaluate each component of task. To support the data from the questionnaire, an interview and observation were conducted. Table 58 presents the descriptive statistics of the students' responses to the Second Draft of Unit 1.

**Table 58: The Descriptive Statistics of Students' Responses to the Second Draft of Unit 1 as a Whole**

No	Statement	N	Mean	SD	Info
<b>Goal</b>					
1.	The materials are able to help the students improve their English ability which will be used in the future work place.	30	4.17	.461	Agree
2.	The materials give information about marketing.	30	4.13	.507	Agree

No	Statement	N	Mean	SD	Info
3.	The materials are able to improve students' vocabulary.	30	4.13	.507	Agree
4.	The materials are able to improve students' grammar.	30	4.07	.521	Agree
5.	The materials are able to improve students' pronunciation.	30	3.93	.691	Agree
6.	The materials are able to improve students' ability in certain expression (in this unit is describing things).	30	4.13	.507	Agree
<b>Materials appropriateness</b>					
7.	The materials are based on the students' needs.	30	3.80	.714	Agree
<b>Input</b>					
8.	The dialogues in this unit are suitable for the students of Marketing Program.	30	3.87	.681	Agree
9.	Materials input in this unit are various.	30	3.90	.662	Agree
10.	The dialogues in this unit are able to help the students in communicating using English in the future work place.	30	4.00	.643	Agree
<b>Organisation of Tasks</b>					
11.	Tasks in this unit are arranged well, from the guided tasks to the free guided tasks.	30	3.97	.556	Agree
12.	Tasks in this unit are arranged well, from the easiest to the most difficult.	30	4.30	.651	Agree
13.	Tasks in this unit are arranged from comprehension skill to the ability that are required the students to communicate well.	30	4.00	.525	Agree
<b>Activity</b>					
14.	The activities require the students to be active students.	30	4.00	.643	Agree
15.	The activities are various.	30	3.77	.728	Agree
<b>Teacher's roles</b>					
16.	The teacher is as a facilitator.	30	3.77	.626	Agree
<b>Students' roles</b>					
17.	The students are able to finish the tasks by themselves.	30	3.90	.712	Agree
18.	The students become active during the teaching and learning process.	30	3.80	.664	Agree

No	Statement	N	Mean	SD	Info
<b>Setting</b>					
19.	The tasks require the students to work in pairs, group, and individual.	30	4.37	.556	Agree
20.	The individual tasks are able to improve the students' ability to study independently.	30	3.87	.819	Agree
21.	The pair works and the whole class activity are able to improve the students' ability to communicate.	30	4.00	.743	Agree
<b>Vocabulary</b>					
22.	The vocabulary task is able to help the students understand the text.	30	4.20	.610	Agree
23.	The vocabulary involved in this unit is simple.	30	3.93	.640	Agree
<b>Instruction</b>					
24.	The instruction in each task is clear and understandable.	30	3.73	.640	Agree
<b>Layout</b>					
25.	The appearance of this unit is eye-catching.	30	4.37	.718	Agree

The results of the fourth questionnaire show that Unit 1 as a whole is effective. It can be seen in the mean values in each statement. The mean values are in a range of  $3.7 < \bar{x} \leq 4.5$ . Therefore, they are categorised into 'agree'. In general, it can be concluded that all of the components of Unit 1 are effective.

In addition, to find out the effectiveness of each component in each task, the researcher analysed the second part of the fourth questionnaire. Here are the evaluations of each component of task in Unit 1.

### 1. Task 1

The effectiveness of Task 1 can be found out after considering the results of the questionnaire, interview and observation. The students' responses to Task 1 are presented in Table 59.

**Table 59: The Descriptive Statistics of Students' Responses to Task 1 of Unit 1 in the Second Draft Implementation**

No.	Statements	N	Mean	SD	Info
1.	I can understand the instruction in Task 1.	30	4.13	.507	Agree
2.	I can guess what we are going to learn in this unit.	30	3.67	.606	Neutral
3.	The picture in Task 1 is clear and interesting.	30	3.70	.466	Agree
4.	The materials are useful for us.	30	4.37	.556	Agree
5.	The materials are appropriate for the Marketing Program.	30	4.30	.596	Agree
6.	I can answer the questions orally.	30	3.93	.450	Agree
7.	The activities in Task 1 are interesting and they can help us communicate in English.	30	3.93	.583	Agree
8.	The teacher gives me clear guidance.	30	3.93	.583	Agree
9.	I am active during doing Task 1.	30	3.87	.571	Agree
10.	I am happy doing Task 1 with the whole class.	30	4.13	.507	Agree

a. Goal

The goal statement is represented in statement two. Based on the table above, the mean value for statement two is 3.67. It is categorised into 'neutral' because it is in a range of  $2.8 < \bar{x} \leq 3.6$ . To determine whether the goal is effective or not, the researcher has to consider the results of the interview and observation. According to the students' opinion, they could guess what they had to do in Task 1. The results of the observation also show the same results as the interview. In conclusion, the goal in Task 1 is effective. Here are the extracts of the interview transcript and field note.

- R : *Setelah mempelajari Task 1, adik-adik bisa tau nggak kita mau belajar apa di Unit 1?* (After learning Task 1, can you guess what we are going to do in Unit 1?)  
 SS : *Mendiskripsikan barang...* (Describing things)  
 R : *Jadi bisa mengira ngira apa yang akan kita pelajari ya.* (You

can guess what we are going to do. Can't you?)

SS : *Iya.* (Yes, Miss)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

After learning this task, the students can guess what we are going to learn in this unit.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### b. Input

The input statements are represented in statements three up to six. It can be seen in the table that the mean values are in a range of  $3.7 < \bar{x} \leq 4.5$ . Therefore, they are categorised into 'agree'. In addition, from the results of the interview and observation, the students said that the input was understandable. In conclusion, the input in Task 2 is effective. It can be found in the extracts of the interview transcript and field note.

R : *OK, sekarang saya mau tanya tentang Task 1, menurut adik-adik gambarnya gimana, jelas nggak?* (Ok, Now I will ask about Task 1. How about the picture? Is it clear?)

SS : *Jelas mbak.* (Yes, it is clear, Miss.)

R : *Bisa di pahami ya itu gambar apa?* (Is it understandable?)

SS : *Iya mbak.* (Yes, Miss)

R : *Nah kalau pertanyaannya, susah nggak?* (How about the questions? Are they difficult?)

SS : *Nggak mbak.* (No, Miss)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

The students have no problems to answer the questions. It means that the picture is clear and it helps the students answer the questions.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

### c. Activity

From statement seven, it can be found that the activity in Task 1 is effective. The statement has mean value 3.93. It is categorised into 'agree'. The interview and observation also show the same results as the questionnaire. The students had no problem joining the activity. In conclusion, the activity is effective. Here are the extracts of the interview transcript and field note.

R : *Kemarin menemukan kesulitan waktu ngerjain task 1?* (Did you find any difficulty when doing Task 1?)

SS : *Nggak ada mbak.* (No, Miss)

(Appendix F/ Interview Transcript/ XPJ1/ 2nd Draft Implementation/ Unit 1)

In this task, the students are asked to look at the picture and answer some questions based on the picture. The students have no problems to answer the questions.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

### d. Students' role

Statement nine shows that the students' role is effective. The mean value for this statement is 3.87. It is categorised into 'agree' because the mean value is in a range of  $3.7 < \bar{x} \leq 4.5$ . The interview and observation also show the same results as the questionnaire. The students had no problem answering the questions. It means that they had no problem doing the task. In conclusion, the students are active in the classroom. It can be seen in the extracts of the interview transcript and field note.

R : *Kemarin menemukan kesulitan waktu ngerjain task 1?* (Did you find any difficulty when doing Task 1?)

SS : *Nggak ada mbak.* (No, Miss)

(Appendix F/ Interview Transcript/ XPJ1/ 2nd Draft Implementation/ Unit 1)



The students have no problems to answer the questions.  
(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

e. Teacher's role

Based on the results of the questionnaire, the teacher's role is effective. It is shown by statement eight. The mean value for this statement is 3.93. It is categorised into 'agree'. This data was supported by the results of the interview and observation. According to the students' opinion, the teacher had given the students clear explanation. In conclusion, the teacher can help the students understand the materials. It can be seen in the extracts of the interview transcript and field note.

R : *Kalau tentang peran guru di dalam kelas gimana dik?* (How about the teacher's role?)

E : *Mbaknya lucu...* (You are funny.)

R : *Lucu ya? Kalau njelasin jelas nggak? Kalian mudeng nggak?* (Funny? How about my explanation? Is it clear?)

SS : *Jelas kok mbak...* (Yes, Miss.)

C : *Saya jadi mudeng kok mba...* (I can understand the materials.)

(Appendix F/ Interview Transcript/ XPJ1/ 2nd Draft Implementation/ Unit 1)

The teacher gives the students some questions orally.  
(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

f. Setting

From statement ten, it can be found that the setting is effective. The mean value for this statement is 4.13. It is categorised into 'agree'. The interview and observation also show the same results as the questionnaire. The students had no objection to work in the whole class. It can be seen in the extracts of the interview transcript and field note.

R : *Kalian merasa kesulitan nggak waktu mengerjakan Task 1 dengan teman 1 kelas? Did you find any difficulty when doing Task 1 with the whole class?*)

SS : *Nggak.* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2nd Draft Implementation/ Unit 1)

They also have no problem to work in the whole class.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

After analysing the task component, the results can be summarised in Table

60.

Table 60: **The Summary of each Task Component: Task 1**

Component	Analysis	Revision
<b>Goal:</b> Directing the students' attention to the topic and prepare their mind to deal with it.	Effective	-
<b>Input :</b> Pictures	Effective	-
<b>Activity:</b> Answering the questions based on the pictures.	Effective	-
<b>Students' roles:</b> Participants	Effective	-
<b>Teacher's role:</b> A guide and controller	Effective	-
<b>Setting :</b> Whole class	Effective	-

## 2. Task 2

From the ten statements in the table, it can be found the effectiveness of the components in Task 2. Here are the descriptive statistics of the students' responses to Task 2. An interview and observation were also conducted to support the data from the questionnaire.

**Table 61: The Descriptive Statistics of Students' Responses to Task 2 of Unit 1 in the Second Draft Implementation**

No.	Statements	N	Mean	SD	Info
1.	I can understand the instruction in Task 2.	30	4.23	.568	Agree
2.	I can understand the dialogue.	30	3.70	.651	Agree
3.	I can recognize the certain expression.	30	3.83	.461	Agree
4.	The words in the dialogue are understandable.	30	3.67	.547	Neutral
5.	The situation in the dialogue is appropriate for the Marketing Skill Program.	30	3.77	.679	Agree
6.	I can answer the questions correctly.	30	3.87	.681	Agree
7.	I can do Task 2 on time.	30	4.00	.695	Agree
8.	The activities are interesting.	30	3.90	.548	Agree
9.	The teacher gives me clear guidance.	30	4.13	.434	Agree
10.	I can do Task 2 by myself.	30	3.83	.699	Agree

a. Goal

Based on the statements two and three, the goals are effective. The mean values are 3.70 and 3.83. They are categorised into 'agree' because the mean values are in a range of  $3.7 < \bar{x} \leq 4.5$ . The interview and observation also show the same results as the questionnaire. The students said that they know how to describe things after studying Task 2. In conclusion, the goals in Task 2 can be achieved by the students. It can be seen in the extracts of the interview transcript and field note.

R : *Setelah mempelajari task ini apa yang kalian dapatkan?* (What do you get after learning this task?)

E : *Jadi tahu gimana mendiskripsikan benda.* (I know how to describe thing.)

C : *Tahu ekspresi yang digunakan untuk mendiskripsikan benda.* (I know the expressions that can be used to describe things.)

R : *Terus yang lain, dik Dewi coba?* (How about the others? Dewi?)

D : *Ya jadi tahu ekspresi yang dipakai.* (Emm...I know the

expressions that can be used to describe things.)  
(Appendix F/ Interview Transcript/ XPJ1/ 2nd Draft Implementation/  
Unit 1)

The students have no problems to understand the dialogue. They are also able to answer the questions. It means that the dialogue is understandable. They can look at the table if they cannot understand some words in the dialogue.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### b. Input

The input statements are represented in the statements four and five. The mean values for those statements are 3.67 and 3.77. Statement four is categorised into 'neutral' because the mean value is in a range of  $2.8 < \bar{x} \leq 3.6$ . Moreover, statement five is categorised into 'agree' because the mean value is in a range of  $3.7 < \bar{x} \leq 4.5$ . In order to support the data from the questionnaire, the interview and observation were conducted. According to the students' opinion, they said that the input was not difficult. Meanwhile, based on the observation results, the students had no problem to answer the questions. It means that the students were able to understand the dialogue. In conclusion, the input in Task 2 is effective. The extracts of the interview transcript and field note are as the evidence.

R : *Kalau dialognya susah nggak?* (How about the dialogue? Is it difficult?)

SS : *Nggak...* (No, Miss.)

C : *Disitu sudah ada artinya...* (I can find the answers in the box.)

R : *Bisa memahami dialognya nggak?* (Can you understand the dialogue?)

SS : *Bisa...* (Yes, Miss.)

R : *Pertanyaannya bisa membantu kalian untuk memahami dialognya?* (Can the questions help you understand the dialogue?)

SS : *Iya...*(Yes, Miss.)  
(Appendix F/ Interview Transcript/ XPJ1/ 2nd Draft Implementation/  
Unit 1)

The students have no problems to understand the dialogue. They are also able to answer the questions. It means that the dialogue is understandable. They can look at the table if they cannot understand some words in the dialogue.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### c. Activity

Statement eight is aimed to evaluate the activity in Task 2. The mean value for that statement is 3.90. Therefore, it is categorised into 'agree'. To support the data from the questionnaire, an interview and observation were conducted. The results of the interview and observation explained that the students had no problem during joining the activity in Task 2. In conclusion, the activity can motivate the students to communicate with English. The extracts of the interview transcript and field note are as the evidence.

R : *Berarti nggak ada masalah sama kegiatannya ya.* You don't have any problem. Do you?

SS : *Nggak ada...* (Yes, Miss.)  
(Appendix F/ Interview Transcript/ XPJ1/ 2nd Draft Implementation/  
Unit 1)

I ask the students to read the dialogue first and then answer the questions that follow. I ask the students to do the task by themselves.  
(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### d. Students' role

Statements six and seven are aimed to evaluate the students' role. The mean values for those statements are 3.87 and 4.00. Therefore, they are categorised into 'agree'. The results of the interview and observation show that the students could

understand the dialogue. They could participate well in the classroom. In conclusion, the students' role is effective.

R : *Bisa memahami dialognya nggak?* (Can you understand the dialogue?)

SS : *Bisa...* (Yes, Miss.)

R : *Ada kesulitan waktu ngerjain task ini sendiri nggak?* (Did you find any difficulty when doing this task by yourself?)

SS : *Nggak ada.* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2nd Draft Implementation/ Unit 1)

The students have no problems to understand the dialogue. They are also able to answer the questions.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### e. Teacher's role

Statement nine is aimed to evaluate the teacher's role. The mean value for this statement is 4.13. Therefore, it is categorised into 'agree'. In order to support the data from the questionnaire, an interview and observation were conducted. The results of the interview and questionnaire explained that the teacher could help them in the teaching and learning process. In other words, the teacher's role is effective. It can be seen in the extracts of the interview transcript and field note.

R : *Gurunya kalau disini gimana? Membantu kalian nggak?* (How about the teacher? Can she help you?)

SS : *Iya mbak.* (Yes, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2nd Draft Implementation/ Unit 1)

I walk around the class to manage the class and see the students' works.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

f. Setting

Statement ten is represented the setting. From that statement, it can be found that the setting in Task 2 is effective. The mean value for this statement is 3.83. Therefore, it is categorised into ‘agree’. The interview and observation also show the same results. The students had no objection to do the task individually. It can be concluded that the setting is effective.

R : *Ada kesulitan waktu ngerjain task ini sendiri nggak?* (Did you have any problem when doing this task by yourself?)

SS : *Nggak ada.* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2nd Draft Implementation/ Unit 1)

I ask the students to read the dialogue first and then answer the questions that follow. I ask the students to do the task by themselves.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

The results of task analysis can be summarised in Table 62.

Table 62: **The Summary of each Task Component: Task 2**

Component	Analysis	Revision
<b>Goal:</b> Directing the students’ attention to the topic and prepare their mind to deal with it.	Effective	-
<b>Input:</b> - Dialogue and some questions related to the dialogue. - Some difficult words and their meanings.	Effective	-
<b>Activity:</b> Answering the questions based on the dialogue.	Effective	-
<b>Students’ roles:</b> Participant	Effective	-
<b>Teacher’s role:</b> Facilitator	Effective	-
<b>Setting :</b> Individual	Effective	-

### 3. Task 3

The Table 63 shows the results of the students' responses to Task 3.

**Table 63: The Descriptive Statistics of Students' Responses to Task 3 of Unit 1 in the Second Draft Implementation**

No.	Statements	N	Mean	SD	Info
1.	I can understand the instruction in Task 3.	30	4.30	.596	Agree
2.	I can mention certain expressions in this unit.	30	3.97	.414	Agree
3.	The dialogue has enough length and the situation in the dialogue is appropriate for the Marketing Skill Program.	30	3.80	.761	Agree
4.	The dialogue is understandable.	30	3.83	.834	Agree
5.	The picture in Task 3 is clear and it can help me do Task 3.	30	3.70	.651	Agree
6.	I can find certain expressions in the dialogue.	30	3.53	.507	Neutral
7.	The activities in Task 3 are interesting and they can help me recognise certain expressions.	30	3.70	.702	Agree
8.	I am active during doing Task 3.	30	3.80	.714	Agree
9.	The teacher gives me clear guidance and explanation.	30	4.00	.587	Agree
10.	I have no problems doing this task by myself.	30	4.10	.481	Agree

#### a. Goal

The goal statement is represented in statement two. The mean value for that statement is 3.97. Therefore, it is categorised into 'agree'. Moreover, based on the results of the interview and observation, the students said that they could use the expressions of describing things. In conclusion, the goal in Task 3 is effective. It can be found in the extracts of the interview transcript and filed note.

R : *Setelah mempelajari Task 3 apa yang kalian dapatkan?* (What do you get after learning Task 3?)

SS : *Ya jadi tahu ekspresi yang digunakan untuk mendiskripsikan*



*benda.* (I know the expressions that can be used to describe things.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

All of the students can find out the answers. It means that they have no problem understanding the dialogue. Now, the students are more familiar with the expressions that can be used to describe things.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### a. Input

Statements three up to five are aimed to evaluate the input of Task 3. The mean values for those statements are 3.80, 3.83, and 3.70 respectively. Therefore, they are categorised into 'agree'. The data also is supported by the results of the interview and observation. The results explain that the input was understandable. In conclusion, the input is effective. It can be found in the extracts of the interview transcript and field note.

R : *Gambarnya udah jelas belum?* (Is the picture clear?)

SS : *udah.* (Yes, Miss.)

R : *Tentang dialognya gimana? Ada kesulitan nggak?* (How about the dialogue? Do you have problems?)

SS : *Nggak ada...* (No, Miss.)

R : *Beneran ini nggak ada yang punya kesulitan?* (Are you sure?)

SS : *Nggak ada...* (Yes, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

Then, I ask whether the picture is clear or not. They said that the picture is clear enough..... All of the students can find out the answers. It means that they have no problem understanding the dialogue.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

### b. Activity

Statement seven is aimed to evaluate the activity of Task 3. The mean value is 3.70. Therefore, it is categorised into 'agree'. It means that based on the questionnaire, the activity of Task 3 is effective. The data is also supported by the results of the interview and observation. The students said that the activity was not boring. In conclusion, the activity of Task 3 is effective. It can be found in the extracts of the interview transcript and field note.

R : *Tentang kegiatannya gimana?* (How about the activity?)  
 SS : *Cukup menyenangkan...* (It is interesting enough.)  
 D : *Dan nggak susah-susah banget.* (The activity is not difficult.)  
 (Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

After that I ask the students to do the task individually... After they have finished doing the task, I discuss the answers with the students.  
 (Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

### c. Students' role

Statements six and eight are aimed to evaluate the students' role. The mean values for those statements are 3.53 and 3.80. Therefore, statement six is categorised into 'neutral'. Meanwhile, statement eight is categorised into 'agree'. The results of the interview and observation show that the students could participate well in the classroom. They could find the expressions of describing things. In conclusion, the students' role is effective. It can be seen in the extracts of the interview transcript and field note.

R : *Terus kemarin bisa menemukan ekspresi yang dicari?* (Could you find the expressions from the dialogue?)  
 SS : *Bisa...* (Yes, I could.)

R : *Ada kesulitan nggak waktu mencari-cari sendiri?* (Did you find problems when finding the expressions by yourself?)

SS : *Nggak ada...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2nd Draft Implementation/ Unit 1)

After they have finished doing the task, I discuss the answers with the students. All of the students can find out the answers. It means that they have no problem understanding the dialogue.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### d. Teacher's role

From statement nine, it can be found that the teacher's role is effective because the mean value is in a range of  $3.7 < \bar{x} \leq 4.5$  i.e. 4.00. The interview and observation also show the same results as the questionnaire. The students stated that the teacher could facilitate the students during the teaching and learning process. In conclusion, the teacher's role is effective. It can be found in the extracts of the interview transcript and field note.

R : *Peran gurunya gimana?* (How about the teacher's role?)

SS : *Bagus...* (It was good.)

R : *Bagus gimana?* (What do you mean?)

C : *Ya bisa membantu kita.* (You can help us do the task.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

During the students do the task, I walk around the class to manage the class and see the students' works.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### e. Setting

The data of the interview shows that the setting in Task 3 is effective. It is shown by statement ten. Its mean value is 4.10. Therefore, it is categorised into 'agree'. According to the students' opinion, the setting is also effective. They could

do the task individually. They had no objection to work independently. In conclusion, the setting is effective. It can be seen in the extracts of the interview transcript and field note.

R : *Ada kesulitan nggak waktu mencari-cari sendiri?* (Did you find problems when finding the expressions by yourself?)

SS : *Nggak ada...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

After that I ask the students to do the task individually.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

After analysing the task components, the results can be summarised in Table

64.

Table 64: **The Summary of each Task Component: Task 3**

Component	Analysis	Revision
<b>Goal:</b> Giving the students input for doing the next tasks.	Effective	-
<b>Input :</b> A dialogue		
<b>Activity:</b> Finding the expressions of describing thing from the dialogue.	Effective	-
<b>Students' roles:</b> Participant	Effective	-
<b>Teacher's role:</b> Facilitator	Effective	-
<b>Setting :</b> Individual	Effective	-

#### 4. Task 4

The students' responses to Task 4 are presented in Table 65.

**Table 65: The Descriptive Statistics of Students' Responses to Task 4 of Unit 1 in the Second Draft Implementation**

No.	Statements	N	Mean	SD	Info
1.	I can understand the instruction in Task 4.	30	4.03	.615	Agree
2.	I know more the certain expressions that we learn in this unit.	30	3.90	.548	Agree
3.	I know what features that have to be mentioned to describe things.	30	3.90	.481	Agree
4.	The expressions are clear and understandable.	30	3.80	.484	Agree
5.	The expressions in Task 4 help me do the next tasks.	30	3.70	.651	Agree
6.	I can pronounce the expressions well.	30	3.80	.714	Agree
7.	The teacher gives me clear explanation and gives me examples how to pronounce the expressions.	30	3.73	.785	Agree
8.	The activities in Task 4 are interesting and they can help us communicate in English.	30	3.80	.714	Agree
9.	I am active during doing Task 4.	30	3.67	.479	Neutral
10.	I have no problems working with the whole class.	30	3.93	.521	Agree

##### a. Goal

The goals' statements are represented in statements two and three. The mean values for those statements are same i.e. 3.90. Therefore, they are categorised into 'agree'. In addition, the results of the interview and observation explained that the students knew the expressions and features that could be used to describe things. It can be concluded that the goals are effective. The extracts of the interview transcript and field note are as the evidence.

R : *Setelah mempelajari task ini apa yang kalian dapat?* (What did you get after learning this task?)

SS : *Ya jadi tahu banyak tentang ekspresi untuk mendiskripkan benda.*  
(Now, I know about the expressions that can be used to describe things.)

C : *Terus jadi tahu juga apa saja yang perlu disebutkan kalau mau mendiskripsikan barang.* (Then, I know the features that have to be mentioned when describing thing.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

After discuss this task, the students know what expressions that can be used to describe things.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### b. Input

Statements four and five are aimed to evaluate the input. The mean values for those are 3.80 and 370. Therefore, they are categorised into 'agree'. The data from the interview and observation show that the expressions were understandable. The students could understand and pronounce all the expressions. In conclusion, the input is effective.

R : *Ada ekspresi yang tidak dimengerti?* (Are there any expressions that you don't know?)

SS : *Udah tahu semua...* (I know all the expressions.)

C : *Kan udah dijelasin kemarin.* (You have explained to me.)

R : *Ada kesulitan nggak untuk mengucapkan ekpresinya?* (Did you have any problems to pronounce the expressions?)

E : *Pertamanya sih iya, tapi setelah diulang jadi bisa.* (At first, I have the problems. However, I can pronounce the expressions now.)

R : *Yang lain gimana?* (How about the others?)

SS : *Sama mbak.* (We have the same problems, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

Before I move to the next task, I give them chance to ask some questions or problems that they face during discuss this unit. However,

there is no question from the students. It means that they have understood about the expressions that can be used to describe things.  
(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

### c. Activity

The activity is represented in statement eight. The mean value is 3.80. Therefore, it is categorised into 'agree'. Based on the results of the interview and observation, the activity was not boring. In conclusion, the activity is effective. It can be seen in the extracts of the interview and field note.

R : *Menurut kalian apa yang dilakukan di task ini gimana? Membosankan nggak?* (Is the activity boring?)

SS : *Nggak mbak...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

Before I answer their questions, I pronounce the expressions and ask them to repeat after me. To answer their questions I tell them the meaning of the responses. Then I ask them to guess what the meaning of the expressions based on the responses. Then, I ask the students to read the features that are commonly used to describe things. The class is so noisy because all of the students try to pronounce the features correctly. Sometimes, they laugh because they find themselves mispronounce the words.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

### d. Students' role

Statements six and nine are aimed to evaluate the students' role. The mean values are 3.80 and 3.67. Therefore, statement six is categorised into 'agree'. Meanwhile, statement nine is categorised into 'neutral'. In addition, the results of the interview and observation show that the students had no problem doing the task. They also could participate well in the classroom. It can be concluded that the

students' role is effective. The extracts of the interview and field note are as the evidence.

R : *Ada masalah selama mengerjakan Task 4?* (Did you have any problems during doing Task 4?)

SS : *Nggak ada...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

After discuss this task, the students know what expressions that can be used to describe things. Before I move to the next task, I give them chance to ask some questions or problems that they face during discuss this unit. However, there is no question from the students. It means that they have understood about the expressions that can be used to describe things.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### e. Teacher's role

Statement seven shows that the teacher's role is effective. The mean value for this statement is 3.73. Therefore, it is categorised into 'agree'. The data is supported by the results of the interview and observation. The results show that the teacher had given the students a clear explanation and guidance to the students during the teaching and learning process. In conclusion, the teacher's role is effective. It can be found in the extracts of the interview transcript and field note.

R : *Penjelasan saya gimana, jelas nggak?* (How about my explanation? Is it clear?)

SS : *Jelas mbak.* (Yes, it is.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

I pronounce the expressions and ask them to repeat after me. To answer their questions I tell them the meaning of the responses. Then I ask them to guess what the meaning of the expressions based on the



responses. Then, I ask the students to read the features that are commonly used to describe things.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### f. Setting

Related to the setting, statement ten is aimed to evaluate the setting in Task 4.

The mean value for this statement is 3.93. Therefore, it is categorised into 'agree'.

The interview and observation also show the same results as the questionnaire. The students stated that they felt comfort to work in the whole class. It means that they had no problem with the setting. In conclusion, the setting is effective. It can be seen in the extracts of the interview and observation.

R : *Di task ini saya tidak membagi kalian di dalam kelompok, menurut kalian gimana, ada masalah nggak? Emmm...kalian merasa nyaman nggak maksudnya?* (In this task, I did not divide you into some groups. What do you think?)

SS : *Nyaman-nyaman aja kok mbak.* (We feel comfort to work with the whole class.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

Then, I ask the students to pronounce the features that are commonly used to describe things. The class is so noisy because all of the students try to pronounce the features correctly. They pronounce the features with their friends in the class.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

The summary of the task analysis of Task 4 is presented in Table 66.

Table 66: **The Summary of each Task Component: Task 4**

Component	Analysis	Revision
<b>Goal:</b> Presenting the language function input.	Effective	-
<b>Input:</b> Expressions of describing things and the features that are commonly used to describe things.	Effective	-
<b>Activity:</b> The students listened to the teacher's explanation.	Effective	-
<b>Students' roles:</b> Participant	Effective	-
<b>Teacher's role:</b> Explaining the materials to the students.	Effective	-
<b>Setting :</b> Whole class	Effective	-

## 5. Task 5

Here are the descriptive statistics of the students' responses to Task 5.

Table 67: **The Descriptive Statistics of Students' Responses to Task 5 of Unit 1 in the Second Draft Implementation**

No.	Statements	N	Mean	SD	Info
1.	I can understand the instruction in Task 5.	30	4.00	.525	Agree
2.	I can use the expressions to describe the picture.	30	3.63	.765	Neutral
3.	I can use the expressions to complete the dialogue correctly.	30	3.63	.490	Neutral
4.	The situation is appropriate for the Marketing Skill Program.	30	3.90	.607	Agree
5.	The picture is clear and it helps me finish the task.	30	3.77	.626	Agree
6.	The activities in Task 5 are interesting and they can motivate me to communicate with English.	30	3.77	.504	Agree
7.	I can practice the dialogue well.	30	3.47	.571	Neutral
8.	I am active during doing Task 5.	30	3.87	.507	Agree
9.	The teacher guides me during doing Task 5.	30	3.87	.629	Agree
10.	I have no problems to work in pairs.	30	4.00	.455	Agree

a. Goal

Based on Table 52, statements two and three are aimed to evaluate the goals. The mean values are same i.e. 3.63. They are categorised into ‘neutral’. The researcher has to consider the results of the interview and observation to determine whether the goals are effective or not. The results of the interview and observation show that the students understood how to describe things. It means that they could achieve the goals in Task 5. In conclusion, the goals are effective. It can be seen in the extracts of the interview transcript and field note.

R : *Setelah melengkapi dialog di Task 5 ini gimana, apa yang kalian dapatkan?* (What did you get after completing dialogue in Task 5?)

SS : *Jadi tambah ngerti cara mendiskripsikan benda.* (It makes me understand more how to describe things.)

(Appendix F/ Interview Transcript/ XPJ1/ 2nd Draft Implementation/ Unit 1)

After that, I ask the students whether they find any problem or not. The students have a good response and they have no problem doing Task 5. They can use the expressions of describing things to complete the dialogue.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

b. Input

The input statements are represented in statements four and five. The mean values for those are 3.90 and 3.77. They are categorised into ‘agree’ because the mean values are in a range of  $3.7 < \bar{x} \leq 4.5$ . Based on the quantitative data, the input is effective. Moreover, the qualitative data also show the same results as the quantitative data. The students stated that the dialogue was understandable. Then, the picture was also clear. They said that the picture could help them understand the

dialogue. In conclusion, the inputs are effective. It can be found in the extracts of the interview and field note.

R : *Dialognya bisa dipahami nggak?* (Is the dialogue understandable?)

SS : *Bisa.* (Yes, Miss.)

R : *Kalau gambarnya jelas nggak?* (How about the picture? Is it clear?)

SS : *Jelas.* (Yes, Miss.)

R : *Bisa membantu kalian untuk memahami dialog nggak?* Can the picture help you understand the dialogue?)

SS : *Iya mbak...* (Yes, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

First, I ask about the clarity of the picture. The students have no problem with the picture. They say that the picture is clear enough and colored.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

### c. Activity

Statement six is aimed to evaluate the activity. The mean value for this statement is 3.77. Therefore, it is categorised into ‘agree. The results of the interview and observation explain that the activity was not difficult to be followed. The students enjoyed joining the activity in Task 5. In conclusion, the activity is effective. It can be seen in the extracts of the interview and field note.

R : *Kalian bisa ngerjain nggak?* (Could you do it?)

SS : *Bisa.* (Yes, I could.)

R : *Ada kesulitan nggak?* (Did you have any problems?)

SS : *Nggak ada.* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

I sit down in the back row. I listen to them while writing the mistake that they made. The other students also listen to them while checking the answers. After the first pair has performed, I give the other chance

to the other pairs. Then, a student raises her hand. I still sit in the back and listen to them. They (the first and the second pair) have good performances.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### d. Students' role

Statements seven and eight are aimed to evaluate the students' role, the mean values for those statements are 3.47 and 3.87. Based on the conversion table, statement seven is categorised into 'neutral' because the mean value is in a range of  $2.8 < \bar{x} \leq 3.6$ . Meanwhile, statement eight is categorised into 'agree' because the mean values is in a range of  $3.7 < \bar{x} \leq 4.5$ . From the interview and observation, it was found that the students could participate well in the classroom. They could do the task well. They also could act the dialogue out in front of the class. In conclusion, the students' role is effective. It can be found in the extracts of the interview and field note.

R : *Kalian bisa ngerjain nggak?* (Could you do it?)

SS : *Bisa.* (Yes, I can.)

(Appendix F/ Interview Transcript/ XPJ1/ 2nd Draft Implementation/ Unit 1)

They have finished doing the work and I ask a pairs of students to practice the dialogue in front of the class. They look shy but they are willing to practice the dialogue.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### e. Teacher's role

Statement nine is aimed to evaluate the teacher's role. The mean value is 3.87. Therefore, it is categorised into 'agree'. The results of the interview and observation show that the teacher helped the students during the teaching and

learning process. The teacher could manage and give the students guidance during doing Task 5. In conclusion, the teacher's role is effective.

R : *Peran gurunya gimana, membantu kalian dalam menyelesaikan Task 5 nggak?* (How about the teacher's role?)

SS : *Membantu...* (It was helpful.)

C : *Bisa tanya sapa mbaknya.* (I could ask you.)

(Appendix F/ Interview Transcript/ XPJ1/ 2nd Draft Implementation/ Unit 1)

Then, I ask the students to complete and practice the dialogue in pairs. The students work in pairs and I walk around to the class to manage the class and see the students' works. Some students call me to see their works. Then, I come close to them and see their works.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### f. Setting

Statement ten is aimed to evaluate the setting. The mean value for this statement is 4.00. Therefore, it is categorised into 'agree'. The data is supported by the results of the interview and field note. The results show that the students had no problem to work in pairs. They could cooperate with their partners well. In conclusion, the setting is effective. It can be seen in the extracts of the interview and field note.

R : *Terus ada masalah nggak dalam mengerjakan berpasangan?* (Did you have any problem to work in pairs?)

SS : *Nggak mbak.* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2nd Draft Implementation/ Unit 1)

Then, I ask the students to complete and practice the dialogue in pairs. The students work in pairs.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

After analysing the task component of Task 5, it can be summarised the results. It presents in Table 68.

**Table 68: The Summary of each Task Component: Task 5**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal:</b> Checking the students understanding of the language functions.	Effective	-
<b>Input :</b> A dialogue and picture	Effective	
<b>Activity:</b> Completing the dialogue using appropriate expressions.	Effective	-
<b>Students' roles:</b> Participant and actor	Effective	-
<b>Teacher's role:</b> Facilitator	Effective	-
<b>Setting :</b> In pairs	Effective	-

## 6. Task 6

In order to find out the effectiveness of each task component of Task 6, the questionnaire was administered to the students of XPJ1. Besides, the interview and observation were also conducted to support the data from the questionnaire. Table 69 presents the descriptive statistics of the students' responses to Task 6.

**Table 69: The Descriptive Statistics of Students' Responses to Task 6 of Unit 1 in the Second Draft Implementation**

<b>No.</b>	<b>Statements</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Info</b>
1.	I can understand the instruction in Task 6.	30	3.80	.610	Agree
2.	I get many new words.	30	3.73	.583	Agree
3.	The words in this task can help me do the next task.	30	3.90	.548	Agree
4.	The words in this task are understandable and easy to find in the dictionary.	30	3.87	.507	Agree
5.	The words in this task are often used in the Marketing Skill Program.	30	3.73	.640	Agree
6.	The activities in this task are interesting.	30	3.77	.679	Agree

No.	Statements	N	Mean	SD	Info
7.	I can pronounce the words in this task correctly.	30	3.60	.675	Neutral
8.	I am active during doing this task.	30	3.63	.490	Neutral
9.	The teacher gives me clear explanation and guides me during doing this task.	30	3.73	.583	Agree
10.	I cooperate with my friend to do the task.	30	3.93	.521	Agree

a. Goal

The goals statements are represented in statements two and three. The mean values for those are 3.73 and 3.90. Therefore, they are categorised into ‘agree’. Moreover, the results of the interview and observation show that the goals could be achieved by the students. They said that Task 6 could help them do the next task. In conclusion, the goals are effective. It can be seen in the extracts of the interview transcript and field note.

R : *Task ini bisa membantu untuk menyelesaikan task yang selanjutnya nggak?* (Can this task help you do the next task?)

SS : *Bisa...jadi udah tahu artinya.* (Yes, I have known the meaning.)  
(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

The students have no problem in doing this task. It means that they can find out the meaning of the words in the dictionary. They also know that the vocabulary can be helpful to do the next task.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

b. Input

Statements four and five are aimed to evaluate the input. The mean values are 3.87 and 3.73. Based on the conversion table, they are categorised into ‘agree’ because the mean values are in a range of  $3.7 < \bar{x} \leq 4.5$ . The data are supported by the results of the interview and observation. The results show that the students had no



problem with the input. They could find out the meaning of the words in the dictionary. They were also able to pronounce the words because there were the phonetic transcriptions. In conclusion, the input is effective. It can be found in the extracts of the interview transcript and field note.

R : *Ada kata-kata yang sulit nggak?* (Is there any difficult word?)

SS : *Nggak ada, bisa di cari di kamus.* (No, I can find the meaning in the dictionary.)

R : *Kalian bisa cara bacanya nggak?* (Do you know how to pronounce those words?)

SS : *Bisa.* (Yes, Miss.)

C : *Disini sudah ada cara bacanya.* (We can look at here.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

After that, I ask to the students about the difficulty that they have. The students have no problem in doing this task. It means that they can find out the meaning of the words in the dictionary.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

### c. Activity

The component of activity has a high mean i.e. 3.77 which is categorised into 'good' because the mean value is in a range of  $3.7 < \bar{x} \leq 4.5$ . It is represented in statement six. It means that the activity is effective. The interview and observation also show the same results. They stated that the activity was not boring. In conclusion, the activity in Task 6 is effective. It can be seen in the extracts of the interview transcript and field note.

R : *Kegiatan di task ini gimana, membosankan nggak?* (How about the activity? Is it boring?)

SS : *Nggak.* (No, Miss.)

E : *Jadi tahu banyak kata-kata baru dan cara bacanya.* (It makes

me know many new words.)  
(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/  
Unit 1)

They start to find the meanings of the words in the dictionary. The class becomes little noisy because the students who do not bring the dictionary call the students who bring the dictionary to borrow it. After that, I pronounce the words one by one and ask the meanings of the words to the students. Then, I ask the students to pronounce the words after me.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### d. Students' role

Statements seven and eight are aimed to evaluate the students' role. The mean values are 3.60 and 3.63. They are categorised into 'neutral' because the mean values are in a range of  $3.7 < \bar{x} \leq 4.5$ . However, the interview and observation show the different results from the questionnaire. The data from the interview show that the students could participate well in the class. They had no problems doing the task. In conclusion, the students' role is effective. It can be found in the extracts of the interview transcript and field note.

R : *Ada kesulitan selama mengerjakan Task 6?* (Did you have any problem doing this task?)

SS : *Nggak ada.* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/  
Unit 1)

After that, I ask to the students about the difficulty that they have. The students have no problem in doing this task. It means that they can find out the meaning of the words in the dictionary.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

e. Teacher's role

The component of teacher's role has a high mean i.e. 3.73. It is represented in statement nine which is categorised into 'agree'. The interview and observation show the same results. The students stated that the teacher could help them do the task. She could facilitate them. In conclusion, the teacher's role is effective. It can be seen in the extracts of the interview transcript and field note.

R : *Terus untuk peran gurunya gimana?* (How about the teacher's role?)

SS : *Iya membantu kita mbak...* (The teacher helped us.)

R : *Membantu dalam hal apa nih?* (What do you mean?)

C : *Ya ngajari cara membacanya.* (She taught how to pronounce the words.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

After that, I pronounce the words one by one and ask the meanings of the words to the students. Then, I ask the students to pronounce the words after me.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

f. Setting

Statement ten is aimed to evaluate the setting. It has a high mean i.e. 3.93 which is categorised into 'agree'. It means that the students agreed to work individually. The interview and observation also show the same results. It can be found in the extracts of the interview transcript and field note.

R : *Ada kesulitan nggak waktu mengerjakan sendiri?* (Did you have any difficulty doing this task by yourself?)

SS : *Nggak ada.* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

I ask the students to do Task 6 individually. After reading the instruction, the students know what they have to do in task 6.  
(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

The results of the task analysis are presented in Table 70.

**Table 70: The Summary of Each Task Component: Task 6**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal:</b> Enriching the students' vocabulary and giving the students pronunciation input. This task also can help them do the next tasks.	Effective	-
<b>Input :</b> A dialogue and picture	Effective	
<b>Activity:</b> Completing the dialogue using appropriate expressions.	Effective	-
<b>Students' roles:</b> Participant and actor	Effective	-
<b>Teacher's role:</b> Facilitator	Effective	-
<b>Setting :</b> In pairs	Effective	-

## **7. Task 7**

Table 71 presents the descriptive statistics of the students' responses to Task 7.

**Table 71: The Descriptive Statistics of Students' Responses to Task 7 of Unit 1 in the Second Draft Implementation**

<b>No.</b>	<b>Statements</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Info</b>
1.	I can understand the instruction in Task 7.	30	3.87	.507	Agree
2.	I can communicate using certain grammar pattern that we have learnt in this unit.	30	3.80	.610	Agree
3.	I can do the task correctly.	30	3.67	.479	Neutral
4.	The activities in this task can help me understand the grammar pattern.	30	3.90	.481	Agree
5.	The situation in the dialogue is appropriate for the Marketing skill Program.	30	3.80	.551	Agree
6.	The teacher gives me clear explanation.	30	3.83	.531	Agree
7.	I can understand the teacher explanation.	30	3.77	.568	Agree

No.	Statements	N	Mean	SD	Info
8.	I am active during doing Task 7.	30	3.83	.747	Agree
9.	I can do the task on time.	30	3.67	.606	Neutral
10.	I can do the task individually.	30	3.87	.507	Agree

a. Goal

The goal statements are represented in statements two and three. The mean values for those statements are 3.80 and 3.67. Statement two is categorised into ‘agree’ because the mean value is in a range of  $3.7 < \bar{x} \leq 4.5$ . Meanwhile, statement three is categorised into ‘neutral’ because the mean value is in a range of  $2.8 < \bar{x} \leq 3.6$ . In order to judge whether the component is effective or not, it is important to consider the qualitative data as well. Based on the results of the interview and observation, the students could achieve the goals. They could understand the Simple present Tense more than before. In conclusion, the goals are effective. It can be found in the extracts of the interview transcript and field note.

R : *Menurut kalian yang kita lakukan di task ini gunanya apa?*  
(What is the purpose of this task?)

C : *Melatih pemahaman kita tentang Simple Present Tense.*  
(Assessing our understanding of the Simple Present Tense.)

R : *Iya...Ada yang lain nggak?* (OK...the others?)

SS : *Biar kita lebih paham aja.* (It makes us understand the Simple Present Tense.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

They are able to do the task. It means that they understand how to use the Simple Present Tense.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

### b. Input

Statement five is aimed to evaluate the input. It has a high mean value i.e. 3.80. Therefore, it is categorised into 'agree'. The data is also supported by the qualitative data. The results of the interview show that one of the interviewees still made a wrong answer. However, the results of the observation show that the students could understand the input. Therefore, they could do the task. It can be concluded that the input is effective. Here are the extracts of the interview transcript and field note.

R : *Kemarin bener semua nggak?* (How about your answers? Were they correct?)

C : *Saya betul semua...* (I was right.)

R : *Kalau yang lain gimana?* (How about the others?)

D : *Saya salah satu.* (One of my answers was wrong.)

R : *Kenapa salahnya, masih bingungkah?* (Why? Are you still confused?)

D : *Cuma kurang teliti saja sih mbak.* (I was not careful to do the task.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

After that, I ask them to do the task. They are able to do the task.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

### c. Activity

From Table 56, it can be found that statement four has a high mean i.e. 3.90. Therefore, it is categorised into 'agree'. Moreover, the results of the interview also show that the activity could help them understand how to use the Simple Present Tense. They also stated that the activity was not boring. In conclusion, the activity is effective. It can be seen in the extracts of the interview transcript and field note.

- R : *Terus yang kalian lakukan di task ini membuat kalian memahami penggunaan Simple Present Tense nggak?* (Did the activity make you understand how to use the Simple Present Tense?)
- SS : *Iya mbak...semakin ngerti cara nggunainnya.* (Yes, Miss. I know how to use the Simple Present Tense.)
- R : *Membosankan nggak kegiatannya?* (Is the activity boring?)
- SS : *Emm... nggak kok.* (Emm... No, Miss.)
- (Appendix F/ Interview Transcript/ XPJ1/ 2nd Draft Implementation/ Unit 1)

Next, I explain the rule of the Simple Present Tense (Task 7) to the whole class. I give them examples how to use the Simple Present Tense. They listen to me and write down what I wrote in the board.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### d. Students' role

Statements seven up to nine are aimed to evaluate the students' role. The mean values for each statement are 3.77 for statement seven, 3.87 for statement eight, and 3.67 for statement nine. Statements seven and eight are categorised into 'agree' because the mean values are in a range of  $3.7 < \bar{x} \leq 4.5$ . Meanwhile, statement nine is categorised into 'neutral' because the mean value is in a range of  $2.8 < \bar{x} \leq 3.6$ . Based on the quantitative data, it can be said that the students' role is effective.

Moreover, based on the qualitative data i.e. the results of the interview and observation, the students could participate well in the classroom. They could understand the teacher's explanation. In conclusion, the students' role is effective. It can be found in the extracts of the interview transcript and field note.

- R : *Sudah bisa belum menggunakan Simple Present Tense?* (Can you use the Simple Present tense?)
- SS : *Ya sedikit lebih paham mbak.* (Yes, Miss.)
- R : *Terus bisa mengerjakan task yang di bawahnya nggak?* (Could

you do the next task?)

SS : *Bisa mbak...* (Yes, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

After that, I ask them to do the task. They are able to do the task. It means that they understand how to use the Simple Present Tense.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### e. Teacher's role

Statement six has a high mean i.e. 3.83. Therefore, it is categorised into 'agree'. It means that the students agreed with the teacher's role during the teaching and learning process. The interview and observation also show the same results. The students said that the teacher's explanation was clear. In conclusion, the teacher's role is effective. It can be seen in the extracts of the interview and field note.

R : *Menurut kalian penjelasan saya sudah cukup jelas belum?* (How about my explanation?)

SS : *Sudah.* (Your explanation is clear.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

Next, I explain the rule of the Simple Present Tense (Task 7) to the whole class. I give them examples how to use the Simple Present Tense...So, I repeat my explanation until she understands how to use the simple present tense.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### f. Setting

The setting statement is represented in statement ten. It has a high mean i.e. 3.87. Therefore, it is categorised into 'agree'. It means that the students had no objection to work individually. The interview and observation also has the same



results. In conclusion, the setting is effective. It can be found in the extracts of the interview transcript and field note.

R : *Kalian merasa kesulitan dalam mengerjakan sendiri?* (Did you have any problem doing this task by yourself?)

SS : *Nggak kok.* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

Next, I explain the rule of the Simple Present Tense (Task 7) to the whole class. I give them examples how to use the Simple Present Tense. They have no problems to work with the whole class.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

After analysing the task component of Task 7, the results can be summarised in Table 72.

Table 72: **The Summary of Each Task Component: Task 7**

Component	Analysis	Revision
<b>Goal:</b> Giving the students input about Simple Present Tense.	Effective	-
<b>Input :</b> The formula of Simple Present Tense formula	Effective	-
<b>Activity:</b> Listening to the teacher's explanation.	Effective	-
<b>Students' roles:</b> Participant	Effective	-
<b>Teacher's role:</b> Explaining the rule of the Simple Present Tense.	Effective	-
<b>Setting :</b> Whole class	Effective	-

## 8. Task 8

In order to find out the effectiveness of each task component of Task 8, the questionnaire was administered to the students of XPJ1. Besides, the interview and observation were also conducted to support the data from the questionnaire. Table 73 presents the descriptive statistics of the students' responses to Task 8.

**Table 73: The Descriptive Statistics of Students' Responses to Task 8 of Unit 1 in the Second Draft Implementation**

No.	Statements	N	Mean	SD	Info
1.	I can understand the instruction in Task 8.	30	3.97	.490	Agree
2.	I can use the expressions in this unit.	30	3.83	.531	Agree
3.	I can communicate with English fluently.	30	3.70	.535	Agree
4.	The dialogues are understandable and they are appropriate for the Marketing Skill Program.	30	3.93	.640	Agree
5.	The pictures are clear and they can help me do Task 8.	30	3.93	.583	Agree
6.	The activities in Task 8 are interesting and they can motivate me to communicate using English.	30	3.63	.556	Neutral
7.	I can complete and practice the dialogue correctly and fluently.	30	3.80	.484	Agree
8.	I am active during doing this task.	30	3.93	.640	Agree
9.	The teacher facilitates the students.	30	3.87	.507	Agree
10.	I can cooperate with my partner to do the task.	30	4.00	.525	Agree

**a. Goal**

The goals statements are represented in statements two and three. The mean values for those statements are 3.83 and 370. Therefore, they are categorised into 'agree'. It means that based on the quantitative data, the goals could be achieved by the students. Meanwhile, the interview and observation also show the same results. The students said that they could learn many things from this task, such as how to describe things and how to pronounce the expressions correctly. In conclusion, the goals are effective. It can be found in the extracts of the interview and field note.

SS : *Ya jadi bisa belajar banyak hal.* (I can learn many things.)

R : *Misalnya?* (Give me examples, please.)

C : *Cara mendiskripsikan benda, cara mengucapkan dengan benar.*  
(How to describe things, and how to pronounce it correctly.)

R : *Terus yang lainnya gimana?* (How about the others?)

E : *Jadi lebih berani dan nggak malu-malu lagi.* (I am not shy any more.)  
 (Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

It means that the students are able to use the Simple Present Tense and use appropriate expressions to complete the dialogue.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### b. Input

The mean values for the input statements are same i.e. 393. They are represented in statements four and five. Based on the mean values, they are categorised into 'agree'. It is proved that the input was understandable. The data are also supported by the qualitative data. The results of the interview and observation also explain that the input texts were understandable. They said that input texts were appropriate for the students of Marketing Program. In conclusion, the input texts are effective. It can be seen in the extracts of the interview.

R : *Terus dialognya bisa dipahami semua nggak?* (Is the dialogue understandable?)

SS : *Bisa...* (Yes, Miss.)

R : *Menurut kalian dialognya sudah sesuai belum dengan jurusan Penjualan?* (Is the dialogue suitable for the Marketing Program?)

SS : *Sudah.* (Yes, Miss.)

R : *Kenapa sudah?* (Why?)

C : *Ya sama-sama tentang penjualan dialognya.* (It is about marketing.)

R : *Gambarnya jelas nggak?* (Is the picture clear?)

SS : *Jelas.* (Yes, Miss.)

D : *Bagus berwarna...* (It is good.)

R : *Terus gambarnya bisa membantu dalam mengerjakan soalnya nggak?* (Can this picture help you to do the task?)

SS : *Bisa...* (Yes, Miss.)

C : *Jadi punya gambaran tentang benda yang didiskripsikan.* (I can

imagine the things described.)  
(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/  
Unit 1)

I ask about the clarity of the pictures both number one and two. I also ask the student to look at both of the dialogues. Then, I ask whether everything is clear or not. They have no problems with the dialogues.  
(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

### c. Activity

Statement six is aimed to evaluate the activity. It has a sufficient mean i.e. 3.63. Based on the mean value, it can be categorised into 'neutral'. It means that the researcher has to consider the qualitative data. However, the interview and observation show the good results. Based on the results of the interview, the students said that the activity was interesting. The results of observation also show the same results as the interview. In conclusion, the activity is effective. It can be found in the extracts of the interview and field note.

R : *OK. Kalau tentang kegiatannya gimana? Kalian suka nggak?*  
(OK. How about the activity? Do you like it?)

SS : *Suka kok.* (I like it.)

R : *Kenapa suka?* (Why do you like it?)

SS : *Ya jadi bisa belajar banyak hal.* (I can learn many things.)

R : *Misalnya?* (Give me examples, please.)

C : *Cara mendiskripsikan benda, cara mengucapkan dengan benar.*  
(How to describe things, and how to pronounce it correctly.)

R : *Terus yang lainnya gimana?* (How about the others?)

E : *Jadi lebih berani dan nggak malu-malu lagi.* (I am not shy any more.)

R : *Bagus... Kalau Dewi gimana?* (Good. How about Dewi?)

D : *Sama mbak...* (I have the same opinion, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/  
Unit 1)

Then, I ask the students to do Task 8. I ask them to work in pairs. They have to complete the dialogue and practice the dialogue in front of the class... They look concentration to complete the dialogues. After they have finished completing the dialogues, I give them chance to practice one of the dialogues with their partners in their seats. After that, I ask them to practice the dialogue in front of the class.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### d. Students' role

Statements seven and eight show the students' responses to the students' role.

It can be found that the students' roles are effective. The mean values for those statements are 3.80 and 3.93. They are categorised into 'agree' because the mean value is in a range of  $3.7 < \bar{x} \leq 4.5$ . The interview and observation also show the same results as the questionnaire. The students had no problem answering the questions. It means that they had no problem doing the task. In conclusion, the students' role is effective. It can be seen in the extracts of the interview transcript and field note.

R : *Kalian ada masalah nggak waktu ngerjain Task 8?* (Did you have problems when doing Task 8?)

SS : *Nggak ada.* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

After that, I ask them to practice the dialogue in front of the class. Two pairs of students practice the dialogue in front of the class. The first pairs practice the first dialogue, while the second one practice the dialogue number two. They can cooperate with their partners in this task. It means that the students are able to use the Simple Present Tense and use appropriate expressions to complete the dialogue.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### e. Teacher's role

Based on the results of the questionnaire, the teacher's role is effective. It is shown by statement nine. The mean value for this statement is 3.87. It is categorised into 'agree'. This data was supported by the results of the interview and observation. According to the students' opinion, the teacher had given the students a clear explanation. She also could help the students if they found some problems. In conclusion, the teacher's role in Task 1 is effective. It can be found in the extracts of the interview transcript and field note.

R : *Kalau peran gurunya gimana?* (How about the teacher's role?)

SS : *Ya membantu kita, kalau kita ada kesulitan.* (The teacher can help us if we have any problem.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

So, they start to complete the dialogues. I walk around the class to see their works. They look concentration to complete the dialogues. After they have finished completing the dialogues, I give them chance to practice one of the dialogues with their partners in their seats.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### f. Setting

From statement ten, it can be found that the setting is effective. The mean value for this statement is 4.00. It is categorised into 'agree'. It means that the students had no objection to work in pairs. The interview and observation also show the same results as the questionnaire. The students had no problem to work in the pairs. In conclusion, the setting is effective. It can be seen in the extracts of the interview transcripts and field note.

R : *Emmm...Ada masalah nggak dalam bekerja berpasangan?*  
(Emmm... Did you any problem to work in Pairs?)

SS : *Untungnya nggak ada.* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

After that, I ask them to practice the dialogue in front of the class. Two pairs of students practice the dialogue in front of the class. The first pairs practice the first dialogue, while the second one practice the dialogue number two. They can cooperate with their partners in this task.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

The summary of the task analysis can be seen in Table 74.

**Table 74: The Summary of Each Task Component: Task 8**

Component	Analysis	Revision
<b>Goal:</b> Checking the students' understanding about language function and grammar.	Effective	Effective
<b>Input :</b> Dialogues and pictures	Effective	Effective
<b>Activity:</b> Completing and practicing the dialogue	Effective	Effective
<b>Students' roles:</b> Participant and actor	Effective	Effective
<b>Teacher's role:</b> Facilitator	Effective	Effective
<b>Setting :</b> In pairs	Effective	Effective

## 9. Task 9

Table 62 presents the descriptive statistics of the students' responses to Task 9.

**Table 75: The Descriptive Statistics of Students' Responses to Task 9 of Unit 1 in the Second Draft Implementation**

No.	Statements	N	Mean	SD	Info
1.	I can understand the instruction in Task 9.	30	3.77	.626	Agree
2.	I can use the certain expressions in this game spontaneously.	30	3.60	.621	Neutral
3.	I can respond the expressions well.	30	3.67	.711	Neutral

No.	Statements	N	Mean	SD	Info
4.	The game is appropriate with the topic in this unit.	30	3.90	.712	Agree
5.	The game is easy to play and enjoyable.	30	3.80	.714	Agree
6.	The activities in this task are interesting.	30	3.90	.712	Agree
7.	The activities in Task 9 can motivate me to communicate in English.	30	3.93	.583	Agree
8.	I am active during doing Task 9.	30	3.80	.610	Agree
9.	The teacher gives me clear guidance.	30	3.77	.679	Agree
10.	I enjoy playing the game in a group.	30	4.07	.640	Agree

a. Goal

Statements two and three are aimed to evaluate the goals. The mean values are 3.60 and 3.67. They are categorised into ‘neutral’ because the mean values are in a range of  $2.8 < \bar{x} \leq 3.6$ . It means that the results of the questionnaire are not effective. However, the interview and observation also show the different results from the questionnaire. The students said that they felt happy after studying Task 9. In conclusion, the goals in Task 9 are effective. It can be seen in the extracts of the interview transcript and field note.

R : *OK...setelah main game ini perasaan kalian gimana?* (OK... How did you feel after playing this game?)

SS : *Ya lebih seneng aja gak stress.* (I was more relaxed.)

C : *Ada hiburannya jadi bisa ketawa.* (It made me lught.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

They can describe and guess the things that are described. The students enjoy the game and ask me to play again.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)



## b. Input

The input statements are represented in the statement four and five. The mean values for those statements are 3.90 and 3.80. They are categorised into 'agree' because the mean values are in a range of  $3.7 < \bar{x} \leq 4.5$ . In order to support the data from the questionnaire, the interview and observation were conducted. It means that the students could understand the input. The observation also shows the same results as the questionnaire. They could follow the game well. However, based on the results of the interview, the students said that they found a problem how to express what in their mind into English. This problem could be solved if they opened the dictionary. In conclusion, the input is effective. It can be seen in the extracts of the interview transcript and field note.

- R : *Ada kesulitan nggak buat kalian?* (Did you have any problem?)  
 SS : *Dikit...* (Just a little bit, Miss.)  
 R : *Kesulitannya apa coba?* (What is your difficulty?)  
 E : *Kalau misalnya mau mendiskripsikan sesuatu tapi terus nggak tahu bahasa Inggris nya apa, kan jadi bingung.* (I was confused when I didn't know how to translate into English.)  
 R : *Oh...kalau yang lain apa?* (Oh... How about the others?)  
 SS : *Sama mbak.* (We have the same problem, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

All of the students can follow the game well. They can describe and guess the things that are described. The students enjoy the game and ask me to play again.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

### c. Activity

Statements six and seven are aimed to evaluate the activity. The mean values for those statements are 3.90 and 3.93. Therefore, they are categorised into 'agree'. It means that the students liked the activity. The interview and observation also has the same results. The students stated that the activity was interesting. In conclusion, the activity is effective.

R : *Sekarang yang Task 9, gimana?* (How about the activity in Task 9?)

SS : *Menyenangkan.* (It is interesting.)  
(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

I explain the rules then start the game. First, I divide them into two groups, because there are four rows in the class, I divide them into two groups. Each group consists of two rows. I give them a red card for the student who sits in the front right corner. Then the blue card is given for the student who sits in the front left corner. Then I lead the game and ask them when they have to stop and play the game. All of the students can follow the game well.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

### d. Students' role

Statement eight has a high mean i.e. 3.80. This statement is represented the agreement to the students' role. It is categorised into 'agree' because the mean value is in a range of  $3.7 < \bar{x} \leq 4.5$ . It means that the students had no problem related to the students' role. The interview and observation also has the same results. The students could participate well. In conclusion, the students' role is effective. It can be found in the extracts of the interview transcript and field note.

R : *Jadi kalian bisa memainkan game nya dengan baik nggak?*

(Could you play the game well?)

SS : *Ya lumayan bisa.* (Yes, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

The next activity is playing a game (Task 9). I give them 10 minutes to play this game. The students look happy and interested to play the game.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### e. Teacher's role

Statement nine is aimed to evaluate the teacher's role. The mean value for this statement is 3.77. Therefore, it is categorised into 'agree'. In order to support the data from the questionnaire, an interview and observation were conducted. The results of the interview and questionnaire explained that the teacher could manage the class. Therefore, the game could run well. In other words, the teacher's role is effective. It can be seen from the extracts of the interview transcript and field note.

R : *Peran gurunya gimana disini?* (How about the teacher's role?)

SS : *Ya bisa mengatur kelas dengan baik.* (The teacher can manage the class well.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

Then I lead the game and ask them when they have to stop and play the game. All of the students can follow the game well. They can describe and guess the things that are described. The students enjoy the game and ask me to play again.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### f. Setting

The statement ten is represented the setting. From that statement, it can be found that the setting in Task 9 is effective. The mean value for this statement is 4.07. Therefore, it is categorised into 'agree'. It means that the students could work

in their group well. The interview and observation also show the same results. The students had no objection to do the game in a group. It can be concluded that the setting is effective.

R : *Terus ada masalah nggak dengan kemarin dalam tiap regu?*  
(Did you have in problem in your group?)

SS : *Ya kesulitannya cuma kaya tadi mbak.* (The problems are similar as we mentioned before.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

I explain the rules then start the game. First, I divide them into two groups, because there are four rows in the class, I divide them into two groups. Each group consists of two rows. I give them a red card for the student who sits in the front right corner. Then the blue card is given for the student who sits in the front left corner. Then I lead the game and ask them when they have to stop and play the game. All of the students can follow the game well.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

The results of the task analysis can be summarised in Table 76.

Table 76: **The Summary of Each Task Component: Task 9**

Component	Analysis	Revision
<b>Goal:</b> Relaxing the students.	Effective	-
<b>Input :</b> A game	Effective	-
<b>Activity:</b> Playing a game	Effective	-
<b>Students' roles:</b> Participant	Effective	-
<b>Teacher's role:</b> A guide	Effective	-
<b>Setting :</b> Whole class	Effective	-

## 10. Task 10

The results of the questionnaire are presented in Table 77.

**Table 77: The Descriptive Statistics of Students' Responses to Task 10 of Unit 1 in the Second Draft Implementation**

No.	Statements	N	Mean	SD	Info
1.	I can understand the instruction in Task 10.	30	3.80	.407	Agree
2.	I can make the dialogue based on the situations provided.	30	3.70	.596	Agree
3.	I can use the expressions in this unit correctly and appropriately.	30	3.83	.592	Agree
4.	The situation in Task 10 is understandable.	30	3.60	.563	Neutral
5.	The situation is appropriate for the Marketing Skill Program.	30	3.83	.699	Agree
6.	The activities in Task 10 are interesting and they can help me communicate in English.	30	3.90	.548	Agree
7.	I can practice my own dialogue fluently.	30	3.73	.521	Agree
8.	I can pronounce the dialogue correctly.	30	3.77	.679	Agree
9.	The teacher gives me clear guidance.	30	3.80	.484	Agree
10.	I have no problems doing this task in pairs.	30	4.07	.450	Agree

### a. Goal

Goals statements are represented in statements two and three. The mean values for those statements are 3.70 and 3.83. Therefore, they are categorised into 'agree'. It means that the students could achieve the goals in Task 10. The data is also supported by the qualitative data i.e. the results of the interview and observation. The students stated that they could make a dialogue after studying this task. In conclusion, the goals are effective. It can be found in the extracts of the interview transcript and field note.

R : *Setelah mengerjakan task ini gimana? Apa yang kalian*

*dapatkan?* (What do you get after learning this task?)

SS : *Jadi bisa membuat dialog.* (I can make a dialogue.)

R : *Terus apa lagi?* (Then?)

SS : *Belajar berbicara.* (I can learn how to speak in English.)

(Appendix F/ Interview Transcript/ XPJ1/ 2nd Draft Implementation/ Unit 1)

Two pairs of students practice the dialogue in front of the class. They can cooperate with their partners to make and practice the dialogue. Their performances are well.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### a. Input

Statements four and five are aimed to evaluate the input. The mean value for statement four is 3.60. It is categorised into 'neutral'. Meanwhile, the mean value for statement five is 3.83. Therefore, it is categorised into 'agree'. Moreover, based on the results of the interview and observation, the students said that the input was suitable for the students of Marketing Program. In conclusion, the input is effective.

It can be seen in the extracts of the interview transcript and field note.

R : *Sesuai nggak sama jurusan kalian?* (It the input suitable for the Marketing Program?)

SS : *Sesuai mbak.* (Yes, Miss.)

R : *Ehmm... kira-kira akan sering kalian jumpai nggak?* (Will you find the situation in the future work place?)

SS : *Ya bisa jadi mbak.* (Yes, it can be.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

After that they start to make a dialogue based on the situation provided. They can understand the dialogue.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

### b. Activity

The activity in this task was different from the first draft. In this task, the teacher played a game before asking the students to practice the dialogue. It was aimed to make the students more interested to practice the dialogue. The results of the questionnaire show that the activity has a high mean i.e. 3.90. It is categorised into 'agree' which means that the students enjoyed the activity. The interview and observation also show the same results. The students said that the activity was interesting. In conclusion, the activity is effective. It can be found in the extracts of the interview transcript and field note.

R : *Kegiatan di task ini gimana membosankan nggak?* (How about the activity? Is it boring?)

SS : *Nggak kok. Seneng ada main-mainnya juga.* (No, I was happy.)  
(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

In order to make them interested to practice the dialogue, I play the game before asking them to practice the dialogue. I give them a glass of waters to the students who sits in the front right corner. Then, I ask that students to give the glass to the students next her while listening the English song. When the music stops, I will see where the glass stops. Then, the student who has the glass should practice the dialogue in front of the class with their own partners. I play this game twice to get two pairs of students to practice the dialogue. After playing the game, I ask the students to practice the dialogue.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

### c. Students' role

Statements seven and eight are aimed to evaluate the students' role. The mean values for those statements are 3.73 and 3.77. They are categorised into 'agree' because the mean values are in a range of  $3.7 < \bar{x} \leq 4.5$ . It means that the students

were able to participate and act the dialogue out. It is also supported by the results of the interview and observation. The students said that they could do the task well. In conclusion, the students' role is effective. It can be found in the extracts of the interview and field note.

R : *Kalian bisa nggak ngerjaian task ini?* (Could you do the task?)  
 SS : *Bisa...* (Yes, Miss.)  
 R : *Ada kesulitan nggak? Situasinya menurut kalian ini sulit atau nggak?* (Did you have any problem? Is the situation difficult to be described?)

SS : *Nggak terlalu sulit.* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

Two pairs of students practice the dialogue in front of the class. They can cooperate with their partners to make and practice the dialogue. Their performances are well. They have a loud voice so I can hear clearly.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### d. Teacher's role

Statement nine is aimed to evaluate the teacher's role. The mean value is 3.80 which is categorised into 'agree'. It means that the teacher helped the students during doing the task by giving a clear guidance and explanation. The interview and observation show the same results. It can be seen in the extracts of the interview transcript and field note.

R : *Peran gurunya gimana?* (How about the teacher's role?)

SS : *Ya cukup membantu kami.* (The teacher helped us.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

I walk around the class to manage the class and check their works.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)



e. Setting

Statement ten has a high mean i.e. 4.07. It is categorised into ‘agree’ which means that the students had no objection to work in pairs. The results of the interview and observation are also same. The students had no problem to work in pairs and they could cooperate with their partners well. In conclusion, the setting is effective. It can be seen in the extracts of the interview transcript and field note.

R : *Kalian ada masalah untuk kerja berpasangannya?* (Did you have any problem to work in pairs?)

SS : *Nggak ada...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

They can cooperate with their partners to make and practice the dialogue.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

The summary of the task analysis of Task 10 is presented in Table 78.

Table 78: **The Summary of Each Task Component: Task 10**

Component	Analysis	Revision
<b>Goal:</b> Checking the students’ understanding of the materials.	Effective	-
<b>Input :</b> Some situations	Effective	-
<b>Activity:</b> Making dialogue and practicing the dialogue.	Effective	-
<b>Students’ roles:</b> Participant and actor	Effective	-
<b>Teacher’s role:</b> Facilitator	Effective	-
<b>Setting :</b> In pairs	Effective	-

## 11. Task 11

Table 79 is presented the results of the questionnaire.

**Table 79: The Descriptive Statistics of Students' Responses to Task 11 of Unit 1 in the Second Draft Implementation**

No.	Statements	N	Mean	SD	Info
1.	I can understand the instruction in Task 11.	30	3.93	.583	Agree
2.	This task makes me more familiar with the situations that may occur in my work place.	30	3.93	.640	Agree
3.	I can use the expressions correctly.	30	3.73	.521	Agree
4.	The situations are appropriate for the Marketing Skill Program.	30	3.87	.571	Agree
5.	The pictures are clear and they can help me do Task 11.	30	3.77	.626	Agree
6.	The activities in this task are interesting and they can motivate me to be able to communicate in English.	30	3.83	.592	Agree
7.	I can make the dialogue and practice it fluently.	30	3.70	.596	Agree
8.	I can play as the customer or shop assistant.	30	3.60	.498	Neutral
9.	The teacher gives me the clear guidance.	30	3.77	.728	Agree
10.	I can cooperate with my partner to do the task.	30	3.90	.548	Agree

### a. Goal

The goal statements have high mean values i.e. 3.93 and 3.73. They are categorised into 'agree' because the mean values are in a range of  $3.7 < \bar{x} \leq 4.5$ . It means that the students could achieve the goals in Task 11. The interview and observation also show the same results. It can be seen in the extracts of the interview and observation.

R : *Sekarang setelah kalian mengerjakan task ini, kalian jadi bisa apa aja?* (What did you get after learning this task?)

C : *Makin terbiasa aja untuk membuat dialog.* (I can make the dialogue.)

R : *Kalau yang lain gimana?* (How about the others?)

D : *Emmm... jadi bisa ngucapin kata-kata dengan benar, soalnya kan kalau salah ntar dibenerin.* (Emmm... I can pronounce the words correctly.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

They can make the dialogue based on the picture using appropriate expressions. It means that they are able to use the appropriate expressions in the dialogue.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### b. Input

The inputs in Task 11 are some pictures. The input statements are represented in statements 3.87 and 3.77 which are categorised into 'agree'. It means that the input texts were understandable. The interview and observation also show the same results. The students said that the pictures were clear and understandable. It can be found in the extracts of the interview transcript and field note.

R : *Gambarnya jelas nggak?* (Are the pictures clear?)

SS : *Jelas kok...* (Yes, they are clear.)

R : *Semua bisa dipahami?* (Are they understandable?)

SS : *Iya bisa...* (Yes, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

The first, I ask about the pictures. They say that all of the pictures are clear and understandable.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### c. Activity

Statement six is aimed to evaluate the activity. Its mean value is 3.83 which is categorised into 'agree'. It means that the activity was interesting for the students. Meanwhile, based on the results of the interview and observation, the activity was

not boring. In conclusion, the activity in Task 11 is effective. It can be found in the extracts of the interview transcript and field note.

R : *Ada kesulitan nggak dalam membuat dialog?* (Did you have problem when making the dialogue?)

SS : *Nggak mbak.* (No, Miss.)

R : *Beneran nggak ada?* (Are you sure?)

SS : *Bener mbak.* (Yes, Miss.)

R : *Kegiatan di task ini gimana, membosankan nggak?* (How about the activity? Is it boring?)

SS : *Nggak kok mbak.* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

I tell to the whole class that after they have finished making the dialogue, they have to memorise their own dialogue and then practice it in front of the class. The students shout and say that it is so difficult to memorise the dialogue. Then, I explain that each student only memorise their part. The students understand and start to practice and memorise the dialogue in their seats. I give them time about ten to fifteen minutes to memorise the dialogue. After fifteen minutes, I give the students chance to come in front of the class.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### d. Students' role

Statements seven and eight are aimed to evaluate the students' role. The mean values for those statements are 3.70 and 3.60. Statement seven is categorised into 'agree' because the mean value is in a range of  $3.7 < \bar{x} \leq 4.5$ . Meanwhile, statement eight is categorised into 'neutral' because the mean value is in a range of  $2.8 < \bar{x} \leq 3.6$ . It means that some of the students felt that they were not able to pretend as a shop assistant or customer. However, the results of the interview and observation explained that the students had no problems doing the task. In conclusion, the

students' role is effective. It can be found in the extracts of the interview and field note.

R : *Ada kesulitan nggak dalam membuat dialog?* (Did you have problems when making the dialogue?)

SS : *Nggak mbak.* (No, Miss.)

R : *Beneran nggak ada?* (Are you sure?)

SS : *Bener mbak.* (Yes, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

No one wants to practice the dialogue, because they are afraid and shy. Then, I choose one of the students randomly based on the date. That student comes to the class with her partner and practices the dialogue without looking to the book. I only ask a pairs of students to practice the dialogue because there is no enough time.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### e. Teacher's role

Statement nine is aimed to evaluate the teacher's role. The mean value is 3.77 which is categorised into 'agree'. It means that the teacher had given the students a clear guidance for the students. The results of the interview and observation are also same as the questionnaire. It can be seen in the extracts of the interview and observation.

R : *Terus saya perannya gimana?* (How about the teacher's role?)

SS : *Baik.* (It was good.)

R : *Baik gimana?* (What do you mean?)

E : *Ya jelas dalam menerangkan, kami sampai benar-benar mengerti.* (The teachers gave me a clear explanation.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

Then, I explain that each student only memorise their part. The students understand and start to practice and memorise the dialogue in their seats. I give them time about ten to fifteen minutes to memorise the dialogue.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

f. Setting

Statement ten is represented the setting statement. The mean value for this statement is 3.90 which is categorised into 'agree'. It means that the students had no objection to work in pairs. They also could cooperate with their partners. The results of the interview and observation are also same as the questionnaire. It can be seen in the extracts of the interview and field note.

R : *Dalam bekerja berpasangan ada masalah?*

SS : *Nggak ada.*

R : *Ketika maju ke depan gimana takut nggak?* (Did you feel afraid when practicing the dialogue in front of the class?)

SS : *Nggak, kan sudah biasa.* (No, Miss.)

D : *Cuma takut di depan jadi nggak hafal. Hehe* (I worried if I forgot the dialogue.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

The students can cooperate with their partners to do this task.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

After analysing the task components of Task 11, the results can be summarised in Table 80.

Table 80: **The Summary of Each Task Component: Task 11**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal:</b> Checking the students' understanding to the materials.	Effective	-
<b>Input :</b> Some pictures	Effective	-
<b>Activity:</b> Making a dialogue based on one of the pictures and practicing the dialogue.	Effective	-
<b>Students' roles:</b> Participant and actor	Effective	-
<b>Teacher's role:</b> Facilitator	Effective	-
<b>Setting :</b> In pairs	Effective	-

## 12. Task 12

Here are the students' responses to Task 12.

Table 81: **The Descriptive Statistics of Students' Responses to Task 12 of Unit 1 in the Second Draft Implementation**

<b>No.</b>	<b>Statements</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Info</b>
1.	I can understand the instruction in Task 12.	30	4.10	.548	Agree
2.	This task makes me more familiar with the situations that may occur in my work place.	30	4.00	.643	Agree
3.	I can make the dialogue on time.	30	3.70	.596	Agree
4.	The situation is appropriate for the Marketing Skill Program.	30	3.97	.615	Agree
5.	The situations are understandable.	30	3.77	.626	Agree
6.	The activities are interesting.	30	3.80	.664	Agree
7.	The activities motivate me to be able to communicate using English.	30	4.03	.765	Agree
8.	I am active during doing Task 12.	30	3.67	.547	Neutral
9.	The teacher gives me clear guidance and explanation.	30	3.90	.712	Agree
10.	I can cooperate with my partner to do the task.	30	4.00	.643	Agree

a. Goal

The goals' statements are represented in statements two and three. The mean values for those statements are 4.00 and 3.70. Therefore, they are categorised into 'agree'. It means that the students could achieve the goal in Task 12. They could use the expressions in the future. The results of the interview and observation are same as the questionnaire. It can be concluded that the goals are effective. The extracts of the interview transcript and field note are as the evidence.

R : *Setelah mengerjakan Task 12 gimana, kalian besok kira-kira kalau berada disituasi yang sama seperti yang ada disini, kalian bisa nggak menggunakan Bahasa Inggris? (Can you use English in the real world if you find the same situation as in this task?)*

SS : *Ya Insyaallah mbak... (Insyaallah, Miss.)*

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

They look seriously doing the task and they are able to cooperate with their partners. So, in about 20 minutes they can be able to make the dialogue.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

b. Input

The input in Task 12 is a situation. Based on the results of the questionnaire, the input is effective. It can be seen in statements four and five which have mean values 3.97 and 3.77. Therefore, they are categorised into 'agree'. It means that the situation was understandable and suitable for the students of Marketing Program. The interview and observation also show the same results. In conclusion, the input in Task 12 is effective. It can be seen in the extracts of the interview and field note.

R : *Gimana situasinya sesuai nggak sama jurusan kalian? (How*



about the situation? Is it suitable for the Marketing Program?)

SS : *Sesuai kok mbak.* (Yes, Miss.)

R : *Sulit nggak situasinya dibuat dialog?* (Is the situation understandable?)

SS : *Nggak kok, kan bisa lihat contohnya di task sebelumnya.* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

The students understand what they have to do in this task.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

### c. Activity

Based on the questionnaire, the activity was interesting and it could motivate the students to communicate with English. It can be found in statements six and seven that are aimed to evaluate the activity. The mean values for those statements are 3.80 and 4.03 which are categorised into 'agree'. The interview and observation also show the same results as the questionnaire. It can be seen in the extracts of the interview and field note.

R : *Terus kegiatannya membosankan nggak?* (How about the activity? Is it boring?)

SS : *Nggak mbak...* (No, Miss.)

R : *Ada kesulitan dalam membuat dialog?* (Did you find problem when making the dialogue?)

SS : *Nggak ada...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

After that, I move to the next page. I have no much time, so I ask them to do Task 12 in a piece of paper and submit it to me. I ask the students to read the instruction carefully.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

d. Students' role

Statement eight is aimed to evaluate the students' role. The mean value for the statement is 3.67 which is categorised into 'neutral'. However, the results of the interview and observation show the different results from the questionnaire. The students said that they had no problem during doing the task. They could participate well in the classroom. In conclusion, the students' role is effective. It can be seen in the extracts of the interview transcript and field note.

R : *Ada kesulitan dalam membuat dialog?* (Did you find problems when making the dialogue?)

SS : *Nggak ada...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 1)

The students understand what they have to do in this task. While the students making the dialogue with their partners, I walked around the class to check the students' works. They look seriously doing the task and they are able to cooperate with their partners. So, in about 20 minutes they can be able to make the dialogue.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

e. Teacher's role

Statement nine has a high mean i.e. 3.90 which is categorised into 'agree'. This statement is aimed to evaluate the teacher's role. It means that the teacher had given the students a clear guidance and explanation. The results of the interview and observation are also same as the questionnaire. It can be found in the extracts of the interview transcript and field note.

R : *Peran gurunya menurut kalian gimana?* (How about the teacher's role?)

SS : *Ya baik mbak.* (Good, Miss.)  
 (Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/  
 Unit 1)

I have no much time, so I ask them to do Task 12 in a piece of paper and submit it to me... While the students making the dialogue with their partners, I walked around the class to check the students' works.  
 (Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

#### f. Setting

Based on the results of the questionnaire, the setting in Task 12 is effective. It can be seen in statement ten with mean value 4.00 which is categorised into 'agree'. It means that the students could cooperate with their partners when doing the task in pairs. The interview and observation also show the same results. In conclusion, the setting in task 12 is effective. It can be found in the extracts of the interview transcript and field note.

R : *Terus ada masalah kalian disuruh kerja berpasangan?* (Did you have problem when working in pairs?)

SS : *Nggak ada...* (No, Miss.)

C : *Malah senang bisa kerja berdua, jadi bisa bagi-bagi tugas.* (I was happy to work in pairs, because I could share with my partner.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/  
 Unit 1)

They look seriously doing the task and they are able to cooperate with their partners. So, in about 20 minutes they can be able to make the dialogue.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 1)

The summary of the task analysis are presented in Table 82.

Table 82: **The Summary of Each Task Component: Task 12**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal:</b> Checking the students' understanding to the materials.	Effective	-
<b>Input :</b> A situation	Effective	-
<b>Activity:</b> Making a dialogue	Effective	-
<b>Students' roles:</b> Participant	Effective	-
<b>Teacher's role:</b> Facilitator	Effective	-
<b>Setting :</b> In pairs	Effective	-

### 3) The Revision of the Second Draft of Unit 1

After evaluating the second draft of Unit 1, there is no component that needed to be revised. The students agreed with the developed materials. It means that Unit 1 was well-developed. Therefore, there is no revision in this draft. In other words, the final draft of Unit 1 is same as the second draft. Table 83 presents the summary of the task analysis in Unit 1.

Table 83: **The Revision of the Second Draft of Unit 1**

<b>No</b>	<b>Name of Task</b>	<b>Analysis</b>	<b>Revision</b>
1.	Task 1	Effective	-
2.	Task 2	Effective	-
3.	Task 3	Effective	-
4.	Task 4	Effective	-
5.	Task 5	Effective	-
6.	Task 6	Effective	-
7.	Task 7	Effective	-
8.	Task 8	Effective	-
9.	Task 9	Effective	-
10.	Task 10	Effective	-
11.	Task 11	Effective	-
12.	Task 12	Effective	-

**b. The Implementations, Evaluations, and Revisions of the Second Draft of Unit 2**

**1) The Description of the Second Draft Implementation of Unit 2**

The second draft implementation of Unit 2 was conducted on May 19, 2011 in the class of XPJ1. It was started at 08.45 to 11.15. In this implementation, the researcher was also as the teacher. As mentioned earlier in the previous part, the second draft of Unit 2 was different from the first draft of Unit 2. Therefore, some activities in the second draft were changed. Here are the descriptions of the implementation of the second draft.

The activity in Task 1 was different from the first draft. In this task, the researcher asked the students to look at the picture, and then she asked them to describe the picture. They described the activity that they saw in the picture. After that, she gave them some questions based on the picture. It was aimed to direct their attention to the topic and to prepare their mind to deal with it.

The teacher continued discussing Task 2. The students worked in pairs. They were asked to read the dialogue and to answer the questions based on the dialogue. When the students were doing the task, the teacher walked around the class to manage and control the students' works. After finishing the task, the teacher discussed the answers together. The students actively participated in the classroom.

Then, she moved to Task 3. She asked the students to read the dialogue provided and to find the expressions of asking for information in the dialogue. In this task, the students were asked to work in pairs. They had no problem to do the

task. They also actively participated in the classroom. The teacher walked around the class to control the students' works.

The next task was Task 4. The teacher explained how to use the expressions of asking for information. She pronounced the expressions, and then she asked the students to repeat after her. In this task, they also were introduced to the cardinal and ordinal numbers. The teacher also explained how to use the numbers in the daily life.

After that, the teacher discussed Task 5. She asked the students to work in pairs. In this task, they had to complete and to practice the dialogue in front of the class. The roles of the teacher in this task were as prompter and feedback provider. Therefore, the teacher could help the students do the task and she also could correct their mistakes.

The teacher moved to Task 6. In this task, the students had to work individually. They had to find out the meaning of some words in the dictionary. Although not all the students brought the dictionary, they could finish this task. The students who did not bring the dictionary borrowed it from their friends. After finding all the meanings, the teacher discussed the answer together. Then, she asked the students to pronounce the words one by one. In this case, the teacher's role was as a feedback provider.

Next, the teacher explained the formula of Wh-questions to the whole class. She wrote some questions using Wh-questions, and then explained how they were formed. The students listened to the teacher's explanation. After that, she asked some students to mention a question using Wh-questions. They were

also asked to complete the dialogue using Wh-questions. It was aimed to practice their grammar ability.

The teacher continued discussing Task 8. In this task, the students were asked to work in pairs. The teacher asked them to complete and to memorise the dialogue. Then, they practiced the dialogue in front of the class with their partners. Before they performed, the teacher gave enough time to prepare everything. The students had no problem and they actively participated in this activity.

After that, the teacher told to the students that in Task 9 they had a game. The game was different from the game in the first draft. In this task, the students were asked to ask the price of things in the classroom. The teacher divided them into four groups. Each group had different things. The teacher had given a price tag on the things. They could give the teacher a simple question related to the things in their group. The students looked happy the activity. In this task, the teacher was as the participant too, because she became the part of the game.

Then, the teacher continued to Task 10. The students were asked to make a dialogue based on the situation in pairs. After that, they had to practice the dialogue in front of the class. The teacher walked around the class to help the students who had problems. Sometimes, the students asked the teacher to translate the Indonesian words into English. In this task, the teacher was as a prompter and feedback provider.

The next task was Task 11. In this task, the students were asked to work in pairs. They were asked to make a dialogue. They also had to practice the dialogue

in front of the class. They had no problem doing the task. This task is aimed to assess the students' understanding of the language function and grammar.

The last task was Task 12. The students were asked to make a dialogue based on the picture in pairs. In this task, they did not practice the dialogue. They had to submit it to the teacher. She walked around the class manage and check the students' works. The teacher role in this task was as a prompter.

## **2) The Evaluation of the Second Draft of Unit 2**

After implementing the second draft of Unit 2, the fourth questionnaire was administered to the students of XPJ1. It is aimed to find out the students agreement to the second draft of Unit 2. As mentioned earlier, the fourth questionnaire consists of two parts. The first part is aimed to evaluate the developed materials as a whole. Meanwhile, the second one is aimed to evaluate each component of task. To support the data from the questionnaire, an interview and observation were also conducted.

Based on the results of the questionnaire, the task components in Unit 2 are effective. The materials are appropriate for the students of Marketing Program. It can be seen from the mean values in each statement. The mean values are in a range of  $3.7 < \bar{x} \leq 4.5$ . Therefore, they are categorised into 'agree'. In general, it can be concluded that all of the task components of Unit 2 are effective. Table 84 presents the results of the fourth questionnaire.



**Table 84: The Descriptive Statistics of Students' Responses to the Second Draft of Unit 2 as a Whole**

No	Statement	N	Mean	SD	Info
<b>Goal</b>					
1.	The materials are able to help the students improve their English ability which will be used in the future work place.	32	4.16	.574	Agree
2.	The materials give information about marketing.	32	3.91	.530	Agree
3.	The materials are able to improve students' vocabulary.	32	4.00	.622	Agree
4.	The materials are able to improve students' grammar.	32	3.88	.609	Agree
5.	The materials are able to improve students' pronunciation.	32	4.00	.672	Agree
6.	The materials are able to improve the students' ability in certain expression (in this unit is asking for information).	32	3.97	.782	Agree
<b>Materials appropriateness</b>					
7.	The materials are suitable for the students of Marketing Program.	32	3.88	.660	Agree
<b>Input</b>					
8.	The dialogues in this unit are suitable for the students of Marketing Program.	32	3.88	.609	Agree
9.	Materials input in this unit are various.	32	3.84	.515	Agree
10.	The dialogues in this unit are able to help the students in communicating using English in the future work place.	32	3.91	.466	Agree
<b>Organisation of Tasks</b>					
11.	Tasks in this unit are arranged well, from the guided tasks to the free guided tasks.	32	4.06	.669	Agree
12.	Tasks in this unit are arranged well, from the easiest to the most difficult.	32	4.00	.622	Agree
13.	Tasks in this unit are arranged from comprehension skill to the ability that are required the students to communicate well.	32	3.94	.564	Agree
<b>Activity</b>					
14.	The activities require the students to be active students.	32	3.91	.689	Agree
15.	The activities are various.	32	3.94	.619	Agree
<b>Teacher's roles</b>					
16.	The teacher is as a facilitator.	32	4.03	.595	Agree

No	Statement	N	Mean	SD	Info
<b>Students' roles</b>					
17.	The students are able to finish the tasks by themselves.	32	4.03	.695	Agree
18.	The students become active during the teaching and learning process.	32	3.88	.660	Agree
<b>Setting</b>					
19.	The tasks require the students to work in pairs, group, and individual.	32	4.13	.707	Agree
20.	The individual tasks are able to improve the students' ability to study independently.	32	3.97	.647	Agree
21.	The pair works and the whole class activity are able to improve the students' ability to communicate.	32	3.94	.619	Agree
<b>Vocabulary</b>					
22.	The vocabulary task is able to help the students understand the text.	32	3.94	.619	Agree
23.	The vocabulary involved in this unit is simple.	32	3.75	.672	Agree
<b>Instruction</b>					
24.	The instruction in each task is clear and understandable.	32	4.19	.592	Agree
<b>Layout</b>					
25.	The appearance of this unit is eye-catching.	32	3.72	.683	Agree

In order to find out the effectiveness of each component in each task, it was analysed based on the results of the fourth questionnaire, interview, and observation. Those data were used to judge whether the components were effective or not. The evaluations of each task component in the second draft of Unit 2 are as follow.

### 1. Task 1

Table 85 presents the quantitative data of the fourth questionnaire. It was obtained from the fourth questionnaire. From the data in the table, it can be known the effectiveness of each task component in Task 1. The data from the questionnaire were supported by the data from the interview and observation.

Table 85: **The Descriptive Statistics of Students' Responses to Task 1 of Unit 2 in the Second Draft Implementation**

No.	Statements	N	Mean	SD	Info
1.	I can understand the instruction in Task 1.	32	3.75	.568	Agree
2.	I can guess what we are going to learn in this unit.	32	3.62	.609	Neutral
3.	The picture in Task 1 is clear and interesting.	32	3.81	.535	Agree
4.	The materials are useful for us.	32	3.97	.474	Agree
5.	The materials are appropriate for the Marketing Program.	32	3.75	.672	Agree
6.	I can answer the questions orally.	32	3.44	.759	Neutral
7.	The activities in Task 1 are interesting and they can help us communicate in English.	32	3.72	.581	Agree
8.	The teacher gives me clear guidance.	32	4.03	.595	Agree
9.	I am active in doing Task 1.	32	3.81	.644	Agree
10.	I am happy doing Task 1 with the whole class.	32	3.91	.588	Agree

a. Goal

Statement two in the table is aimed to evaluate the goal. The mean value for this statement is 3.62. Based on the conversion table, it is categorised into 'neutral'. It does not mean that the students do not agree with the statement. In order to find out the other data, the interview and observation were conducted. The data from the questionnaire show that they could guess what they would learn in Unit 1. The data from the observation also show that the students could identify the expressions of asking for information. In conclusion, the goal can be achieved by the students. It can be found in the extracts of the interview transcript and field note.

R : *Setelah mempelajari task ini, kalian bisa menebak apa yang akan dipelajari di unit ini nggak? (Can you guess what we are going to discuss in this task after you studied this task?)*

SS : *Bisa... (Yes, Miss.)*

R : *Jadi kalian sudah punya bayangan tentang materi yang akan kita pelajari di unit ini?* (You already have the image of the materials what we are going to discuss. Don't you)

SS : *Sudah...* (Yes, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

From this task the students know what expressions that can be used to ask information.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### b. Input

The input statements are represented in statement three to six. The mean values for those statements are 3.81, 3.97, 3.75, and 3.44 respectively. The statements three to five are categorised into 'agree' because the mean values are in a range of  $3.7 < \bar{x} \leq 4.5$ . Meanwhile, statement six is categorised into 'neutral' because the mean value is in a range of  $2.8 < \bar{x} \leq 3.6$ . Moreover, the results of the interview and observation show that the input text is clear and understandable. The situation in Task 1 is also understandable. In conclusion, the input is effective. It can be seen in the extracts of the interview transcript and field note.

R : *Gambarnya jelas nggak dik?* (How about the picture? Is it clear?)

SS : *Jelas...* (Yes, it is.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

The students can imagine the situation in that picture. When I ask about the picture whether it is clear or not, the students answer that the picture is clear enough.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### c. Activity

Statement seven is aimed to evaluate the activity. The mean value is 3.72.

Therefore, it is categorised into 'agree'. It means that the activity was interesting

and it could help the students communicate with English. The data from the interview and observation also supported the data from the questionnaire. In conclusion, the activity in Task 1 is effective. It can be found in the extracts of the interview transcript and field note.

R : *Kegiatannya di Task 1 gimana? Membosankan tidak?*  
(How about the activity in Task 1? Is it boring?)

SS : *Tidak...cukup menyenangkan.* (No... It is interesting.)  
(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

After that, I ask them to describe the activity in that picture. Then, I ask them some questions based on the picture. I also ask them to imagine when they are in a book shop want to buy books, usually what questions that they will ask to the shop assistant. They have different questions to be asked for the shop assistant.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### d. Students' role

The statement that is used to evaluate the students' role is statement nine. The mean value of the statement is 3.81. Therefore, it is categorised into 'agree'. It means that the students were active in the classroom. They could participate well during the teaching and learning process. In addition, the results of the interview and observation also show the same results. It can be concluded that the students' role were as expected. Here are the extracts of the interview and observation.

R : *Kalian bisa jawab semua pertanyaannya?* (Could you answer all of the questions?)

SS : *Bisa...* (Yes, I could.)  
(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

They are active and enthusiastic in attending the activity in Task 1.  
(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

e. Teacher's role

Statement eight is aimed to evaluate the teacher's role. The mean value is 4.03. Therefore, it is categorised into 'agree'. It means that the teacher had given the students clear explanation and guidance. In this task the teacher is as a guide. The results of the questionnaire and observation also show the same results. In conclusion, the teacher's role can promote the teaching and learning process. It can be found in the extracts of the interview transcript and field note.

R : *Menurut kalian peran gurunya gimana?* (How about the teacher's role?)

SS : *Sudah membantu kami dalam mengerjakan Task 1.* (You helped us when doing the task.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

I ask them to look at the picture. After that, I ask them to describe the activity in that picture. Then, I ask some questions based on the picture. I also ask them to imagine when they are in a book shop want to buy books, usually what questions that they will ask to the shop assistant.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

f. Setting

The setting statement has a high mean i.e. 3.91 which is categorised into 'agree'. It means that the students had no objection to work in the whole class. The results of the interview and observation explain that they had no problem doing the task in the whole class. In conclusion, the setting supports the the students to do the task. It can be seen in the extracts of the interview transcript and field note.

R : *Terus disini kan kalian tidak dibagi dalam kelompok, ada kesulitan nggak?* (Did you have problem when you did not divide into some groups?)

SS : *Nggak kok...* (No, Miss.)  
 (Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/  
 Unit 2)

They also have no problem doing this task in the whole class.  
 (Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

After analysing the task components one by one, the results can be seen in

Table 86.

Table 86: **The Summary of each Task Component: Task 1**

Component	Analysis	Revision
<b>Goal:</b> Directing the students' attention to the topic and prepare their mind to deal with it.	Effective	-
<b>Input :</b> Picture	Effective	-
<b>Activity:</b> Answering the questions based on the pictures.	Effective	-
<b>Students' roles:</b> Participant	Effective	-
<b>Teacher's role:</b> A guide	Effective	-
<b>Setting :</b> Whole class	Effective	-

## 2. Task 2

Table 87 presents the students' responses to Task 2.

Table 87: **The Descriptive Statistics of Students' Responses to Task 2 of Unit 2 in the Second Draft Implementation**

No.	Statements	N	Mean	SD	Info
1.	I can understand the instruction in Task 2.	32	3.72	.457	Agree
2.	I can understand the dialogue.	32	3.75	.568	Agree
3.	I can recognise the certain expression.	32	3.88	.492	Agree
4.	The words in the dialogue are understandable.	32	3.66	.787	Neutral
5.	The situation in the dialogue is appropriate for the Marketing Skill Program.	32	3.78	.553	Agree
6.	I can answer the questions correctly.	32	3.59	.712	Neutral
7.	I can do Task 2 on time.	32	3.66	.545	Neutral
8.	The activities are interesting.	32	3.75	.622	Agree
9.	The teacher gives me clear guidance.	32	4.19	.592	Agree
10.	I can do Task 2 in pairs.	32	3.84	.574	Agree

a. Goal

Based on statements two and three, it can be found that the goals can be reached by the students. The mean values for those statements are 3.75 and 3.88. Therefore, they are categorised into 'good'. The students could understand the dialogue and recognise the certain expressions in this task. Meanwhile, the interview and observation also show the same results. In conclusion, the goals are effective. It can be seen in the extracts of the interview transcript and field note.

R : *Setelah mengerjakan Task 2 ini apa yang kalian dapatkan?*  
(What do you get after studying Task 2?)

SS : *Jadi ini... mengenal ekspresi untuk tanya-tanya informasi.* (I can identify the expressions of asking for information.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

They could recognize the expressions of asking for information.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

a. Input

The input statements are represented in statements four and five. The mean value for statement four is 3.66 which is categorised into 'neutral'. Meanwhile, the mean value for statement five is 3.78 which is categorised into 'good'. Moreover, the results of the interview and observation show that the input was understandable and helpful. In conclusion, the input is understandable. It can be found in the extracts of the interview transcript and field note.

R : *Terus dialognya gimana, mudah dipahami nggak?* (How about the dialogue? Is it understandable?)

SS : *Ya lumayanlah...* (Yes, Miss.)

R : *Untuk gambarnya gimana, jelas nggak?* (How about the picture? Is it clear?)

SS : *Jelas...* (Yes, Miss.)

R : *Membantu kalian nggak?* (Is it helpful for you?)



SS : *Iya jadi tahu bendanya...* (Yes, It makes me know the differences.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

They can answer the questions correctly. It means that the students are able to understand the dialogue.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### b. Activity

Statement eight has a high mean i.e. 3.75 which is categorised into 'agree'.

Based on the results of the questionnaire, the activity in Task 2 was interesting.

Meanwhile, the interview and observation show the same results. In conclusion, the activity in Task 2 is effective. It can be seen in the extracts of the interview and observation.

R : *Kegiatannya gimana, membosankan nggak?* (How about the activity? Is it boring?)

SS : *Nggak kok...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

After they have finished their work, I discuss the answer together. The students are active answering the questions.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### c. Students' role

Statements six and seven are aimed to evaluate the students' roles. The mean values for those statements are 3.59 and 3.66. Based on the conversion table they are categorised into 'neutral'. However, based on the results of the interview and observation, the students had no problem doing the task. It means that they could participate well in the teaching and learning process. In

conclusion, the students' roles are as expected. Here are the extracts of the interview transcript and field note.

R : *Kalian ada masalah nggak waktu mengerjakan Task 2?* (Did you find problem when doing Task 2?)

SS : *Nggak ada...* (No, miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

The students are active answering the questions. They can answer the questions correctly. It means that the students are able to understand the dialogue.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### d. Teacher's role

Statement nine is aimed to evaluate the teacher's role. The mean value is 4.19. Therefore, it is categorised into 'agree'. It means that the teacher had given the students clear explanation. The interview and observation also show the same results. In conclusion, the teacher's role is as expected. It can be found in the extracts of the interview transcript and field note.

R : *Kalau tentang peranan guru gimana?* (How about the teacher's role?)

SS : *Ya lumayan membantu...* (Yes, it can help us.)

R : *Emmm...saya sudah jelas belum memberi penjelasan dan pengarahannya?* (Ehmm... Is my explanation clear?)

SS : *sudah...* (Yes it is.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

I give them chance to answer the questions based on the dialogue. I walk around the class and see the students' works one by one.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

### e. Setting

Statement ten is aimed to evaluate the setting. The mean value for this statement is 3.84. Therefore, it is categorised into ‘good’. It means that the students had no problem when doing the task in pairs. The results of the interview and observation also show the same results. In conclusion, the setting can support the students to do the task.

R : *Kalian ada kesulitan nggak waktu bekerja berpasangan?* (Did you find problem when working in pairs?)

SS : *Nggak...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

I ask them to work in pairs and they do not refuse.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

After analysing the task components of Task 2, the results can be summarised in Table 88.

Table 88: **The Summary of each Task Component: Task 2**

Component	Analysis	Revision
<b>Goal:</b> Directing the students’ attention to the topic and prepare their mind to deal with it.	Effective	-
<b>Input:</b> Dialogue and some questions related to the dialogue.	Effective	-
<b>Activity:</b> Stating the sentences whether they are true or false.	Effective	-
<b>Students’ roles:</b> Participant	Effective	-
<b>Teacher’s role:</b> Facilitator	Effective	-
<b>Setting :</b> In pairs	Effective	-

### 3. Task 3

To find out the effectiveness of the task components of Task 3, the fourth questionnaire was administered. Table 89 presents the students’ responses to Task 3.

Table 89: **The Descriptive Statistics of Students' Responses to Task 3 of Unit 2 in the Second Draft Implementation**

No.	Statements	N	Mean	SD	Info
1.	I can understand the instruction in Task 3.	32	3.94	.619	Agree
2.	I can mention certain expressions in this unit.	32	3.91	.466	Agree
3.	The dialogue has enough length and the situation in the dialogue is appropriate for the Marketing Skill Program.	32	3.78	.491	Agree
4.	The dialogue is understandable.	32	3.75	.440	Agree
5.	The picture in Task 3 is clear and it can help me do Task 3.	32	3.78	.706	Agree
6.	I can find certain expressions in the dialogue.	32	3.81	.693	Agree
7.	The activities in Task 3 are interesting and they can help me recognise certain expressions.	32	3.87	.421	Agree
8.	I am active in doing Task 3.	32	3.91	.588	Agree
9.	The teacher gives me clear guidance and explanation.	32	3.81	.471	Agree
10.	I have no problem doing this task by myself.	32	3.41	.560	Neutral

a. Goal

Based on the questionnaire, the students could mention the expressions. It is represented in statement two. The mean value for that statement is 3.91 which is categorised into 'agree'. The interview and observation also show the same results. In conclusion, the goal in this task can be achieved by the students. It can be found in the extracts of the interview transcript and field note.

R : *Setelah mempelajari task ini apa yang kalian dapatkan?*  
(What do you get after studying this task?)

SS : *Jadi tahu sedikit-sedikit tentang ekspresi yang digunakan untuk menanyakan informasi.* (I know the expressions to ask information.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

They can collect some expressions from the dialogue.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

### b. Input

The effectiveness of the input in this task can be found in statements three to five. The three statements explain that the dialogue and picture are understandable. The situation in the dialogue is also suitable for the students of the Marketing Program. The mean values for those statements are 3.78 for statements three and five, and 3.75 for statement four. Based on the conversion table, they are categorised into ‘agree’. The interview and observation also show the same results. In conclusion, the input in Task 3 is effective. It can be seen in the extracts of the interview and field note.

R : *Gambarnya gimana, jelas nggak?* (How about the picture? Is it clear?)

SS : *Jelas...* (Yes, Miss.)

R : *Dialognya susah nggak?* (Is the dialogue difficult?)

SS : *Nggak kok...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

In a few minutes, the students can find all the expressions from the dialogue. It means that the students have no problems understanding the dialogue.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

### c. Activity

Statement seven is aimed to evaluate the activity in Task 3. The mean value for that statement is 3.87 which is categorised into ‘agree’. From that statement, it can be found that the activity in this task is interesting. The interview and observation also show the same results. It can be found in the extracts of the interview transcript and field note.

R : *Kegiatan di Task 3 ini gimana?* (How about the activity in Task 3?)

SS : *Ya menarik...* (It is interesting.)  
 (Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/  
 Unit 2)

They look enthusiastic attending the activity.  
 (Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### d. Students' role

Statements six and eight are aimed to evaluate the students' role. The mean values for those statements are 3.81 and 3.91. Therefore, they are categorised into 'agree'. From those statements, it can be found that the students could participate well in the teaching and learning process. They were active and able to do the task well. The interview and observation also show the same results.

Here are the extracts of the interview transcript and field note.

R : *Bisa ngerjain nggak?* (Could you do the task?)  
 SS : *Bisa* (Yes, I could.)  
 R : *Ada kesulitan nggak?* (Did you have problems?)  
 SS : *Nggak ada.* (No, Miss.)  
 (Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/  
 Unit 2)

In a few minutes, the students can find all the expressions from the dialogue. It means that the students have no problems understanding the dialogue. After that, I discuss the answer with the students. They are active mentioning the answer.  
 (Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### e. Teacher's role

The students' opinion related to the teacher's role can be found from statement nine. The statement has a high mean i.e. 3.81 which is categorised into 'agree'. It means that the teacher had given the students clear explanation and guidance. The interview and observation also show the same results. It can be seen from the extracts of the interview transcript and field note.

R : *Peran gurunya disini gimana, sudah mengarahkan dengan baik belum?* (How about the teacher's role? Have the teacher given you clear guidance?)

SS : *Sudah...* (Yes, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

I walk around the class to manage and see the students' works.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### f. Setting

The setting statement is represented in statement ten. The mean value for that statement is 3.41 which is categorised into 'neutral'. Based on the questionnaire, it can be found that the students had no objection to work in pairs. However, they also did not say that they liked to work in pairs. Therefore, the researcher had to consider the results of the interview and observation. According to the students' opinion obtained by the interview, the students liked and had no problem to work in pairs. The observation also shows the same results. It can be seen in the extracts of the interview transcript and field note.

R : *Kalian suka nggak kerja berpasangan dalam mengerjakan task ini?* (Did you like to work in Pairs?)

SS : *Suka mbak... jadi bisa kerja sama.* (Yes, I liked to work in pairs.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

After they read the instruction, they start to read the dialogue and find out the expressions in pairs. They could cooperate with their partner.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

After analysing the task components of Task 3, the results can be summarised in Table 90.

Table 90: The Summary of each Task Component: Task 3

Component	Analysis	Revision
<b>Goal:</b> Giving the students input for doing the next tasks.	Effective	-
<b>Input :</b> A dialogue	Effective	-
<b>Activity:</b> Finding the expressions of describing thing from the dialogue.	Effective	-
<b>Students' roles:</b> Participant	Effective	-
<b>Teacher's role:</b> Facilitator	Effective	-
<b>Setting :</b> In pairs	Effective	-

#### 4. Task 4

Table 91 presents the students' responses to Task 4.

Table 91: The Descriptive Statistics of Students' Responses to Task 4 of Unit 2 in the Second Draft Implementation

No	Statements	N	Mean	SD	Info
1.	I can understand the instruction in Task 4.	32	3.88	.492	Agree
2.	I know the expressions that we learn in this unit more than before.	32	3.75	.508	Agree
3.	I know how to use the cardinal and ordinal numbers.	32	3.87	.492	Agree
4.	The expressions are clear and understandable.	32	3.72	.523	Agree
5.	The expressions in Task 4 help me do the next tasks.	32	3.47	.567	Neutral
6.	I can pronounce the expressions well.	32	3.56	.619	Neutral
7.	The teacher gives me clear explanation and examples how to pronounce the expressions.	32	4.00	.568	Agree
8.	The activities in Task 4 are interesting and they can help us communicate in English.	32	3.72	.729	Agree
9.	I am active in doing Task 4.	32	3.78	.659	Agree
10.	I have no problems working with the whole class.	32	3.72	.729	Agree

##### a. Goal

The students' opinion related to the goals can be found in statements two and three. The mean values for those statements are 3.75 and 3.87 which are



categorised into 'agree'. From those statements, it can be found that the students knew how to use the cardinal and ordinal numbers. They also knew the expressions of asking for information. The interview and observation also show the same results. In conclusion, the goals in Task 4 can be achieved by the students. It can be seen in the extracts of the interview and field note.

R : *Setelah mempelajari Task 4 apa yang kalian dapatkan?* (What do you get after studying Task 4?)

SS : *Jadi tahu ekspresi untuk menanyakan sesuatu.* (I know the expressions of asking for information.)

R : *Ada yang lain?* (Anything else?)

D : *Jadi tahu cara mengucapkan dengan benar.* (I know how to pronounce correctly.)

R : *Yang lain lagi coba, apa cuma itu?* (Anything else?)

A : *Emm... jadi tahu penggunaan cardinal and ordinal numbers.*  
(Emm... I know how to use cardinal and ordinal numbers.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

The students are able to pronounce the expressions correctly and they also are able to use the cardinal and ordinal numbers.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### b. Input

Statements four and five are aimed to find out the students' opinion related to the input. The mean values for those statements are 3.72 and 3.47. Statement four is categorised into 'agree'. Meanwhile, statement five is categorised into 'neutral'. Moreover, the results of the interview and observation show that the students could understand all of the words. In conclusion, the input in Task 4 is effective. It can be found in the extracts of the interview and field note.

R : *Ada yang kalian nggak tahu artinya?* (Is there any difficult word?)

SS : *Tahu semua kok.* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

There is no question from the students related to the input. It means that they also have no problems with the input.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### c. Activity

Statement eight is aimed to find out the students' responses related to the activity. The mean value for the statement is 3.72 which is categorised into 'agree'. Based on the questionnaire, the activity in Task 4 was interesting and it could help them communicate with English. Moreover, based on the results of the interview, the students had no problem in attending the activity in Task 4. In conclusion, the activity in Task 4 is effective. It can be found in the extracts of the interview and field note.

R : *Ada kesulitan nggak dalam belajar mengucapkan?* (Is there any problem to pronounce the words?)

SS : *Nggak ada.* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

Then I explain about the expressions of asking for information. After that I ask the students to repeat after me. The students are also introduced to cardinal and ordinal numbers. I pronounce the numbers and show the difference of each number. The class becomes noisy because the students try to pronounce the expressions together.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### d. Students' role

The effectiveness of the students' role can be found in statements six and nine. The mean values are 3.56 and 3.78. Statement six is categorised into 'neutral'. Meanwhile, statement nine is categorised into 'agree'. Moreover, from the interview, it can be found that the students had no problem in the teaching and learning process. It means that the students could participate well in the teaching

and learning process. It can be seen in the extracts of the interview transcript and field note.

R : *Ada kesulitan nggak?* (Is there any problem?)

SS : *Nggak ada...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

They are active in the classroom when pronouncing the expressions and the cardinal numbers.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### e. Teacher's role

Statement seven is aimed to evaluate the teacher's role. The mean value for the statement is 4.00 which is categorised into 'agree'. From the questionnaire, it can be found that the teacher had given the students clear explanation and guidance. Meanwhile, the interview and observation also show the same results. It can be seen in the extracts of the interview transcript and field note.

R : *Saya sudah jelas belum dalam menjelaskan?* (Is my explanation clear?)

SS : *Sudah...* (Yes, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

The students are able to pronounce the expressions correctly and they also are able to use the cardinal and ordinal numbers. It means that the teacher has given them a clear explanation.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### f. Setting

The students' opinion related to the setting can be found in statement ten. The mean value for that statement is 3.72 which is categorised into 'agree'. The students had no objection to work in the whole class. The interview and observation also show the same results. In conclusion, the setting can promote the

students doing the task. It can be found in the extracts of the interview transcript and field note.

R : *Kalian ada kesulitan dalam kerja secara whole class?* (Did you have problem to work in the whole class?)

SS : *Nggak kok.* (Ni, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

Then I explain about the expressions of asking for information to the whole class.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

After analysing the task components of Task 4, the results can be summarised in Table 92.

Table 92: **The Summary of each Task Component: Task 4**

Component	Analysis	Revision
<b>Goal:</b> Presenting the language function input.	Effective	-
<b>Input:</b> Expressions of describing things and the features that are commonly used to describe things.	Effective	-
<b>Activity:</b> Listening to the teacher's explanation.	Effective	-
<b>Students' roles:</b> Participant	Effective	-
<b>Teacher's role:</b> Guide	Effective	-
<b>Setting :</b> Whole class	Effective	-

## 5. Task 5

The results of the questionnaire can be seen in Table 93.

Table 93: **The Descriptive Statistics of Students' Responses to Task 5 of Unit 2 in the Second Draft Implementation**

No.	Statements	N	Mean	SD	Info
1.	I can understand the instruction in Task 5.	32	3.87	.609	Agree
2.	I can use the expressions to describe the picture.	32	3.72	.523	Agree
3.	I can use the expressions to complete the dialogue correctly.	32	3.78	.553	Agree
4.	The situation is appropriate for the Marketing Skill Program.	32	3.78	.608	Agree
5.	The picture is clear and it helps me finish the task.	32	3.84	.515	Agree

No.	Statements	N	Mean	SD	Info
6.	The activities in Task 5 are interesting and they can motivate me to communicate with English.	32	3.84	.677	Agree
7.	I can practice the dialogue well.	32	3.81	.471	Agree
8.	I am active in doing Task 5.	32	3.94	.669	Agree
9.	The teacher guides me in doing Task 5.	32	3.97	.538	Agree
10.	I have no problem to work in pairs.	32	3.81	.693	Agree

#### a. Goal

The goal statements are represented in statements two and three. The mean values are 3.72 and 3.78. Therefore, they are categorised into 'agree'. The students were able to complete the dialogue based on the appropriate expressions. The interview and observation also show the same results. In conclusion, the goals in Task 5 can be reached by the students. It can be found in the extracts of the interview transcript and filed note.

R : *Kalian bisa melengkapi dialognya?* (Could you complete the dialogue?)

SS : *Bisa.* (Yes, I could.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

They have no problems comprehending the dialogue, so they can practice the dialogue well.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### b. Input

The students' opinion related to the input can be found in statements four and five. The means are 3.78 and 3.84 which are categorised into 'agree'. It can be known that the situation in this task was appropriate for the students of Marketing Program. Meanwhile, the picture was also understandable. The interview and observation also show the same results. In conclusion, the inputs are effective. It can be seen in the extracts of the interview transcript and field note.

R : *Gambarnya jelas nggak dik?* (Is the picture clear?)  
 SS : *Jelas.* (Yes, Miss.)  
 R : *Menurut kalian gambarnya bermanfaat nggak?* (Is the picture helpful?)  
 SS : *Iya.* (Yes, Miss.)  
 D : *Memberikan gambaran jadi lebih gampang memahami.* (It gives me a clear description to understand.)  
 R : *Terus dialognya susah nggak?* (Is the dialogue difficult?)  
 SS : *Nggak.* (No, Miss.)  
 (Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

They have no problems comprehending the dialogue, so they can practice the dialogue well.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### c. Activity

Statement six is aimed to find out the students' opinion related to the activity. The mean value for the statement is 3.84 which is categorised into 'agree'. From the statement, it can be found that the activity in Task 5 is interesting. The interview and observation also show the same results. In conclusion, the activity in this task is effective. It can be seen in the extracts of the interview transcript and field note.

R : *Kalian merasa bosan dengan kegiatannya nggak?* (Is the activity boring?)  
 SS : *Nggak biasa aja mbak.* (No, Miss.)  
 (Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

After they have finished completing the dialogue, I ask the students to practice the dialog in front of the class.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### d. Students' role

The effectiveness of the students' role can be found from statements seven and eight. The mean values are 3.81 and 3.94 which are categorised into 'agree'.

It can be found that the students could be good actors when playing the script in front of the class. The students were active in the teaching and learning process. Meanwhile, based on the interview and observation, the students had no problem in the teaching and learning process. It means that the students could participate well in the classroom. In conclusion, the students' role is as expected. It can be found in the extracts of the interview transcript and field note.

R : *Ada kesulitan nggak?* (Do you have any problem?)

SS : *Tidak ada.* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

They have no problems comprehending the dialogue, so they can practice the dialogue well.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### e. Teacher's role

The students' opinion related to the teacher's role can be found in statement nine. The mean is 3.97 which is categorised into 'agree'. It means that the teacher had given the students clear guidance. The interview and observation also show the same results. It can be seen in the extracts of the interview transcript and field note.

R : *OK... kalau peran saya sebagai guru gimana menurut kalian?*  
(How about the teacher's role?)

A : *Ya cukup membantu kami mbak...* (You helped us do the task.)

SS : *Iya membantu...membantu...* (Yes, you helped us.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

I walk around the class to manage the class because the students are little noisy. I ask them to lower their voice. After they have finished completing the dialogue, I ask the students to practice the dialog in front of the class.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### f. Setting

The setting statement is represented in statement ten. The mean for the statement is 3.81 which is categorised into ‘agree’. From that statement, it can be found that the students had no problem to work in pairs. The interview and observation also show the same results. It can be found in the extracts of the interview transcript and field note.

R : *Ada masalah dalam mengerjakan berkelompok?* (Did you have problems when doing the task in a group?)

SS : *Tidak ada.* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

They do this task in pairs. They can cooperate with their partner. They discuss the answer together.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

Table 94 presents the summary of the task analysis of Task 5.

Table 94: **The Summary of each Task Component: Task 5**

Component	Analysis	Revision
<b>Goal:</b> Checking the students understanding of the language functions.	Effective	-
<b>Input :</b> A dialogue and picture	Effective	
<b>Activity:</b> Completing the dialogue using appropriate expressions.	Effective	-
<b>Students' roles:</b> Participant and actor	Effective	-
<b>Teacher's role:</b> Facilitator	Effective	-
<b>Setting :</b> In pairs	Effective	-

#### 6. Task 6

The students' responses to Task 6 are presented in Table 95. The data that were obtained from the questionnaire then were compared with the data from the interview and observation.



**Table 95: The Descriptive Statistics of Students' Responses to Task 6 of Unit 2 in the Second Draft Implementation**

No	Statements	N	Mean	SD	Info
1.	I can understand the instruction in Task 6.	32	3.69	.592	Neutral
2.	I get many new words.	32	3.75	.672	Agree
3.	The words in this task can help me do the next task.	32	3.84	.574	Agree
4.	The words in this task are understandable and easy to find the meaning in the dictionary.	32	3.75	.672	Agree
5.	The words in this task are often used in the Marketing Skill Program.	32	3.72	.683	Agree
6.	The activities in this task are interesting.	32	3.50	.718	Neutral
7.	I can pronounce the words in this task correctly.	32	3.56	.564	Neutral
8.	I am active in doing this task.	32	3.72	.683	Agree
9.	The teacher gives me clear explanation and guidance.	32	3.81	.644	Agree
10.	I can do the task independently.	32	3.84	.574	Agree

a. Goal

Based on the table, it can be found that the students could achieve the goals. Statements two and three are aimed to evaluate the goals. The mean values for those are 3.75 and 3.84 which are categorised into 'agree'. It means that the students got some new words after studying Task 6. Therefore, they could do the next task because the words in Task 6 were helpful for them. The interview and observation also show the same results. It can be seen in the extracts of the interview transcript and field note. In conclusion, the goals can be reached by the students.

R : *Kalian jadi banyak mendapat kosa kata baru nggak?* (Did you get more new words from this task?)

SS : *Iya...* (Yes, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

This task enriches their vocabulary.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### b. Input

The input statements are represented in statements four and five. The mean values for those are 3.75 and 3.72 which are categorised into 'agree'. It means that the words in Task 6 are understandable and they were usually used in the Marketing Skill Program. The interview and observation also show the same results as the questionnaire. It can be found in the extracts of the interview transcript and field note. In conclusion, the input is effective.

R : *Menurut kalian kata-katanya susah-susah nggak?* (Are the words difficult?)

SS : *Nggak kok mbak... Semua ada di kamus.* (No, Miss. I could find the answers in the dictionary.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

The words in this task are understandable.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### c. Activity

Statement six is aimed to evaluate the activity. The mean value is 3.50 which is categorised into 'neutral'. Meanwhile, the results of the interview and observation show that the activity is not boring. It can be seen in the extracts of the interview transcript and field note. In conclusion, the activity is effective.

R : *Kegiatannya disini gimana menurut kalian? Membosankan atau gimana gitu?* (How about the activity? Is it boring?)

SS : *Biasa aja...* (No, Miss.)

D : *Nggak bosen kok mbak aku....hehehehe* (I am not bored Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

After they finished doing the task, I discuss the answer together. Then, I pronounce the words one by one and I ask the students to repeat after me.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### d. Students' role

Statements seven and eight are aimed to evaluate the students' roles. The mean values for those are 3.56 and 3.72. Therefore, statement seven is categorised into 'neutral'. Meanwhile, statement eight is categorised into 'agree' because the mean value is in a range of  $3.7 < \bar{x} \leq 4.5$ . Based on the statement eight, the students were active in the teaching and learning process. Meanwhile, based on the results of the interview, the students stated that they could the task. It means that they could participate well in the classroom. It can be seen in the extracts of the interview transcript and field note.

R : *Kalian bisa nggak waktu ngerjain task ini?* (Could you do the task?)

SS : *Bisa...*(Yes, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

The students look happy doing this task. They are active during the teaching and learning process.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### e. Teacher's role

The students' opinion related to the teacher role can be found in statement nine. The mean value is 3.81 which is categorised into 'agree'. It means that the teacher had given the students clear explanation. The interview and observation also show the same results. It can be found in the extract of the interview and field note.

R : *Terus... kalau peran gurunya menurut kalian gimana?* (How

about the teacher's role?)

SS : *Ya membantu... kan ngajari kami cara bacanya gimana.* (You helped us understand how to pronounce the words.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

Then, I try to make them calm and show my dictionary. Some students ask to borrow the dictionary.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### f. Setting

The setting statement is represented in statement ten. The mean value is 3.84 which is categorised into 'agree'. It means that the students could do the task independently. The interview and observation also show the same results as the questionnaire. It can be found in the extracts of the interview transcript and field note. In conclusion, the setting in Task 6 can support the students doing the task.

R : *OK... Kalian merasa ada kesulitan nggak waktu nyari artinya sendiri?* (OK...Do you find problems?)

SS : *Nggak mbak...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

I ask them to work individually and they do not refuse.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

Table 96 presents the summary of task analysis.

**Table 96: The Summary of Each Task Component: Task 6**

Component	Analysis	Revision
<b>Goal:</b> Enriching the students' vocabulary and giving the students pronunciation input. This task also can help them do the next tasks.	Effective	-
<b>Input :</b> A dialogue and picture	Effective	
<b>Activity:</b> Completing the dialogue using appropriate expressions.	Effective	-
<b>Students' roles:</b> Participant and actor	Effective	-
<b>Teacher's role:</b> Feedback provider	Effective	-
<b>Setting :</b> Individual	Effective	-

## 7. Task 7

Here are the descriptions statistics of the students' responses to Task 7.

Table 97: **The Descriptive Statistics of Students' Responses to Task 7 of Unit 2 in the Second Draft Implementation**

No.	Statements	N	Mean	SD	Info
1.	I can understand the instruction in Task 7.	32	3.72	.581	Agree
2.	I can communicate using certain grammar pattern that we have learnt in this unit.	32	3.72	.523	Agree
3.	I can do the task correctly.	32	3.84	.515	Agree
4.	The activities in this task can help me understand the grammar pattern.	32	3.75	.568	Agree
5.	The situation in the dialogue is appropriate for the Marketing skill Program.	32	3.88	.554	Agree
6.	The teacher gives me a clear explanation.	32	3.87	.609	Agree
7.	I can understand the teacher explanation.	32	3.84	.628	Agree
8.	I am active in doing Task 7.	32	3.72	.634	Agree
9.	I can do Task 7 on time.	32	3.66	.745	Neutral
10.	I can do the task individually.	32	3.78	.659	Agree

### a. Goal

The goal statements are represented in statements two and three. The mean values for those statements are 3.72 and 3.82. Therefore, they are categorised into 'agree'. Based on the questionnaire, it can be found that the students could achieve the goals. They could communicate using a certain grammar pattern. The interview and observation also show the same results. It can be found in the extracts of the interview and field note.

R : *Kalian udah bisa belum menggunakan Wh-questions?* (Can you use Wh-questions?)

SS : *Insyaallah mbak...* (Insyaallah Miss.)

R : *Kalau misalnya besok di tempat kerja atau PI bisa nggak menggunakan Wh-questions ini?* (Could you use the pattern when you find the same situation in the future?)

SS : *Insyallah mbak...* (Insyallah, Miss.)  
(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/  
Unit 2)

Then, the students are also asked to complete the dialogue using Wh-questions. They can complete the dialogue well. It means that the students do understand how to use Wh-questions.  
(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### b. Input

The input statement is represented in statement five. The mean value for the statement is 3.88 which is categorised into 'agree'. From the questionnaire, it can be found that the situation in the dialogue was appropriate for the students of Marketing Program. Meanwhile, the results of the interview show that the pattern of Wh-question is understandable. Based on the observation, the students could complete the dialogue well. It can be found in the extracts of the interview transcript and field note. In conclusion, the input text in Task 7 is effective.

R : *Kalian udah bisa memahami rumusnya belum?* (Can you understand the pattern?)  
SS : *Udah mbak...* (Yes, Miss.)  
(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/  
Unit 2)

Then, the students are also asked to complete the dialogue using Wh-questions. They can complete the dialogue well. It means that the students do understand how to use Wh-questions.  
(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### c. Activity

The students' opinion related to the activity in Task 7 can be found from statement four. The mean value for that statement is 3.75 which is categorised into 'agree'. It means that the activities that were done in Task 7 could promote the students using the pattern of Wh-question. The interview and observation that

were conducted also show the same results as the questionnaire. It can be seen in the extracts of the interview transcript and field note. In conclusion, the activities in this task are effective.

R : *Kegiatan yang kalian lakukan di task ini gimana? Bisa membantu kalian untuk menggunakan Wh-questions nggak?*  
(How about the activity in this task? Can it promote you to use Wh-questions?)

SS : *Iya mbak...* (Yes, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

Then, the students are also asked to complete the dialogue using Wh-questions. They can complete the dialogue well.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### d. Students' role

Statements seven to nine are aimed to evaluate the students' role. The mean values for those statements are 3.84, 3.72, and 3.66 respectively. Based on the conversion table, statements seven and eight are categorised into 'agree'. Meanwhile, statement nine is categorised into 'neutral'. The other data were obtained from the interview and field note. Based on the questionnaire, the students could understand the teacher's explanation. They were also active in the classroom. It has the same results as the questionnaire. It can be found in the extracts of the interview transcript and field note. In conclusion, the students' role is as expected.

R : *Terus bisa nggak waktu ngerjain latihannya?* (Could you do the task?)

SS : *Bisa...* (Yes, I could.)

I : *Kan bisa lihat contoh-contoh sebelumnya.* (I could see the examples.)

R : *OK...Jadi nggak ada kesulitan dalam ngerjain latihannya?*  
(OK.. There was no difficulty. Wasn't it?)

SS : *Nggak ada...* (Yes, Miss.)  
 (Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/  
 Unit 2)

The students listen to me and keep silent. They write down what I have said. Then, I make sure that they understand about my explanation. I ask the students to give me another example. Some students give them example questions using Wh-questions.  
 (Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### e. Teacher's role

Statement six is aimed to evaluate the teacher's role. The mean value is 3.87 which is categorised into 'agree'. In this task, the teacher had given the students clear explanation. Meanwhile, based on the interview results, the students said that the teacher could help them do the task. The observation also shows the same results as the questionnaire and interview. It can be found in the extracts of the interview and field note.

R : *Nah... peran gurunya gimana?* (How about the teacher's role?)  
 SS : *Ya membantu kami... sehingga kami bisa paham tentang wh-questions.* (The teacher could help us... so that we can understand the grammar.)  
 (Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/  
 Unit 2)

After that, I explain the formula of Wh-questions to the whole class (Task 7). I write the example of questions using Wh-questions on the board. Then, I explain how to use it and how they are formed.  
 (Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### f. Setting

The setting statement is represented in statement ten. The mean value is 3.78 which is categorised into 'agree'. Based on the questionnaire, the students had no objection to work the task individually. The interview and observation also



show the same results. It can be seen in the extracts of the interview transcript and field note. In conclusion, the setting in Task 7 can support the students in the teaching and learning process.

R : *Kalian ngerjain sendiri ada masalah nggak?* (Did you have problem when doing the task by yourself?)

SS : *Nggak kok mbak...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

After that, I explain the formula of Wh-questions to the whole class (Task 7). I write the example of questions using Wh-questions on the board. Then, I explain how to use it and how they are formed. The students listen to me and keep silent. They write down what I have said.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

After analysing the task components, the results can be summarised in

Table 98.

Table 98: **The Summary of Each Task Component: Task 7**

Component	Analysis	Revision
<b>Goal:</b> Giving the students input about the grammar and make them enable to use it.	Effective	-
<b>Input:</b> The pattern of Wh-questions.	Effective	-
<b>Activity:</b> Listening to the teacher's explanation. Then, doing the exercise.	Effective	-
<b>Students' roles:</b> Participant	Effective	-
<b>Teacher's role:</b> Guide	Effective	-
<b>Setting :</b> Whole class and individual	Effective	-

## 8. Task 8

To find out the effectiveness of the task components of Task 8, the fourth questionnaire was administered. Table 99 presents the students' responses to Task 8.

Table 99: **The Descriptive Statistics of Students' Responses to Task 8 of Unit 2 in the Second Draft Implementation**

No.	Statements	N	Mean	SD	Info
1.	I can understand the instruction in Task 8.	32	3.72	.581	Agree
2.	I can use the expressions in this unit.	32	3.94	.354	Agree
3.	I can communicate with English fluently.	32	3.69	.535	Neutral
4.	The dialogues are understandable and they are appropriate for the Marketing Skill Program.	32	3.84	.515	Agree
5.	The pictures are clear and they can help me do Task 8.	32	3.78	.659	Agree
6.	The activities in Task 8 are interesting and they can motivate me to communicate with English.	32	3.78	.553	Agree
7.	I can complete and practice the dialogue correctly and fluently.	32	3.81	.471	Agree
8.	I am active in doing this task.	32	3.75	.672	Agree
9.	The teacher facilitates the students.	32	3.97	.595	Agree
10.	I can cooperate with my partner to do the task.	32	3.78	.659	Agree

a. Goal

The effectiveness of the goals in Task 8 can be known from statements two and three. The mean values for those statements are 3.94 and 3.69. Based on the conversion table, statement two is categorised into 'agree'. Meanwhile, statement three is categorised into 'neutral'. In this case, the researcher had to consider the results of the interview and observation to judge whether the goals were effective or not. Moreover, the results of the interview and observation show that the students understood how to ask something using the appropriate expressions. It can be found in the extracts of the interview transcript and field note. In conclusion, the goals in Task 8 are effective.

R : *Setelah ngerjain task ini apa yang kalian dapatkan?* (What do you get after doing this task?)

A : *Jadi semakin tahu dan paham gimana caranya menanyakan sesuatu dan menggunakan wh-questions.* (I understand how to

ask something more than before.)

R : *Kalau yang lain?* (How about the others?)

SS : *Sama mbak...hehehe* (We have the same idea Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

Now, the students are more familiar with some situations that may occur in the future. They are also more familiar to make a dialogue.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### b. Input

The students' opinion related to the input text can be found in statements four and five. The mean values for those statements are 3.84 and 3.78 which are categorised into 'agree'. From those statements can be found that the dialogue was understandable and appropriate for the students of Marketing Program. The picture was also clear and it helped the students understand the dialogue. The interview and observation also show the same results as the questionnaire. It can be seen in the extracts of the interview transcript and field note. In conclusion, the input texts are effective.

R : *Menurut kalian dialognya gimana, susah dipahami nggak?*  
(What do you think about the dialogue? Is it difficult to be understand or not?)

SS : *Nggak...* (No, Miss.)

R : *Gambarnya gimana? Jelas nggak?* (How about the picture? Is it clear?)

SS : *Jelas...* (Yes, Miss.)

A : *Kita jadi lebih tahu gambaran situasinya gimana.* (We could understand the situation easier.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

The students have no problems understanding the dialogue, so they can complete the dialogue.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

### c. Activity

From the questionnaire, it can be found that the activity was interesting. It can be known from statement six. The mean value for that statement is 3.78 which is categorised into 'agree'. Meanwhile, the results of the interview and observation show that the students had no problems during doing the task. It can be found in the extracts of the interview transcript and field note. In conclusion, the activity that was done in Task 8 is effective.

R : *OK...kalian ada kesulitan nggak dalam melengkapi dialognya?* (Did you have problem when completing the dialogue?)

SS : *Nggak kok...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

Then, I explain that in this task they have to memorise the dialogue. First, I give them time to complete the dialogue in pairs. After that, I discuss the answers together. The students have no problems understanding the dialogue, so they can complete the dialogue. After that I ask them to practice the dialogue with their partners in their seats. I give them time to memorise the dialogue.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

### d. Students' role

Statements seven and eight are aimed to evaluate the students' role. The mean values for those statements are 3.81 and 3.75. Based on the conversion table, they are categorised into 'agree'. The students were active in the classroom and they also had no problem when completing the dialogue. It means that the students could participate well in the classroom. The interview and observation also show the same results as the questionnaire. It can be seen in the extracts of the interview transcript and field note.

R : *Waktu maju gimana?* (What did you feel when came to practice the dialogue in front of the class?)

I : *Agak deg-degan sih...takut salah.* (I was just a little bit nervous Miss.)

R : *Kalau yang lain gimana?* (How about the others?)

SS : *Sama mbak kami juga sedikit nervous.* (Me too Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

All of the performances are good. They are not afraid to practice the dialogue in front of the class. They are active the activity in this task.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### e. Teacher's role

The effectiveness of the teacher's role can be found in statement nine. The mean value for that statement is 3.97 which is categorised into 'agree'. From that statement, it can be known that the teacher could facilitate the students during the teaching and learning process. Meanwhile, the results of the interview and observation show that the teacher could help the students, because they could ask anything to the teacher. It can be seen in the extracts of the interview transcript and field note.

R : *Oh... menurut kalian peran saya gimana?* (How about the teacher's role?)

SS : *Mbaknya itu baik bisa ditanya-tanya. Hehehe* (We could ask anything to you.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

After I give them time to prepare, I ask them to practice the dialogue in front of the class. I sit in the back row to listen to the students and to correct their mistakes.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### f. Setting

The setting statement is represented in statement ten. The mean value for that statement is 3.78. Therefore, it is categorised into ‘agree’. From that statement, it can be known that the students could cooperate well with their partners. It means that they had no problem to work in pairs. The interview and observation also show the same results as the questionnaire. It can be found in the extracts of the interview transcript and field note.

R : *Kalian ada masalah nggak untuk kerja berpasangan?* (Did you have problems when working in pairs?)

SS : *Nggak ada.* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

They can also cooperate well with their partners.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

After analysing the task components of Task 8, the results can be summarised in Table 100.

Table 100: **The Summary of Each Task Component: Task 8**

Component	Analysis	Revision
<b>Goal:</b> Checking the students’ understanding about language function and grammar.	Effective	Effective
<b>Input :</b> Dialogues and pictures	Effective	Effective
<b>Activity:</b> Completing and practicing the dialogue	Effective	Effective
<b>Students’ roles:</b> Participant and actor	Effective	Effective
<b>Teacher’s role:</b> Facilitator and feedback provider.	Effective	Effective
<b>Setting :</b> In pairs	Effective	Effective

#### 9. Task 9

The students’ responses to Task 9 are presented in Table 101. Then, the data were used to determine whether the task component is effective or not.

Besides, the results of the interview and observation corroborate the data from the questionnaire.

**Table 101: The Descriptive Statistics of Students' Responses to Task 9 of Unit 2 in the Second Draft Implementation**

No.	Statements	N	Mean	SD	Info
1.	I can understand the instruction in Task 9.	32	3.66	.701	Neutral
2.	I can use the certain expressions in this game spontaneously.	32	3.75	.440	Agree
3.	I can respond to the expressions well.	32	3.75	.440	Agree
4.	The game is appropriate with the topic in this unit.	32	3.81	.644	Agree
5.	The game is easy to play and enjoyable.	32	3.75	.718	Agree
6.	The activities in this task are interesting.	32	3.94	.669	Agree
7.	The activities in Task 9 can motivate me to communicate in English.	32	4.00	.568	Agree
8.	I am active in doing Task 9.	32	3.78	.659	Agree
9.	The teacher gives me clear guidance.	32	3.91	.689	Agree
10.	I enjoy playing the game in a group.	32	3.91	.734	Agree

a. Goal

The effectiveness of the goals can be found in statements two and three. The mean values for those statements are same i.e. 3.75. Therefore, the mean value is categorised into 'agree'. From those statements, it can be known that the students could use and respond to the certain expressions spontaneously. In addition, the results of the interview and observation show that the game could make the students relaxed. It can be seen in the extracts of the interview transcript and field note. In conclusion, the goals in this task can be achieved by the students.

R : *Kalian senang nggak main game?* (Do you like to play the game?)

SS : *Senang sekali.* (Yes, We like it.)

R : *Bisa menghilangkan stress nggak?* (Could the game make you relaxed?)

SS : *Bisa mbak...seneng pokoknya.* (Yes, Miss. I enjoyed the game.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

The game run well and all the students can participate well. It means that the game easy to be played. They can ask a simple question to find information about the things.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### b. Input

The effectiveness of the input text can be found in statements four and five. The mean values for those statements are 3.81 and 3.75 which are categorised into 'agree'. Based on the questionnaire, it can be know that the game was related to the topic and enjoyable. Meanwhile, the results of the interview and observation show that the input was easy to play. Therefore, the students had no any problem in playing the game. It can be found in the extracts of the interview and observation. In conclusion, the input text in Task 9 is effective.

R : *Kalian ada kesulitan dengan permainnanya?* (Did you find any problem when playing the game?)

SS : *Nggak...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

The game run well and all the students can participate well. It means that the game easy to be played.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### c. Activity

The effectiveness of the activity in Task 9 can be known from statements six and seven. The mean values for those statements are 3.94 and 4.00. Based on



the conversion table, they are categorised into ‘agree’. The activity was interesting and it also could motivate the students to communicate with English. The interview and observation also show the same results as the questionnaire. It can be seen in the extracts of the interview and field note. In conclusion, the activity in Task 9 is effective.

R : *Menurut kalian game nya menyenangkan nggak?* (What do you think about the game? Is it interesting?)

SS : *Iya mbak...* (Yes, Miss.)

R : *Kalian senang nggak main game?* (Do you like to play the game?)

SS : *Senang sekali.* (Yes, We like it.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

I have given a price tag on the things. The students ask information related to the things in their group. They have to ask a simple question using Wh-question.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### d. Students' role

Statement eight is aimed to evaluate the students' role. The mean value for that statement is 3.78 which is categorised into ‘agree’. From that statement, it can be found that the students were active during the teaching and learning process. From the extracts of the interview and observation, it also can be found that the students enjoyed joining the game. In conclusion, the students' role is as expected.

R : *Menurut kalian game nya menyenangkan nggak?* (What do you think about the game? Is it interesting?)

SS : *Iya mbak...* (Yes, Miss.)

R : *Kalian senang nggak main game?* (Do you like to play the game?)

SS : *Senang sekali.* (Yes, We like it.)

R : *Bisa menghilangkan stress nggak?* (Could the game make you relaxed?)

SS : *Bisa mbak...seneng pokoknya.* (Yes, Miss. I enjoyed the game.)

R : *Kalian ada kesulitan dengan permainnanya?* (Did you find any problem when playing the game?)

SS : *Nggak...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

The students are enthusiastic to hear that. The students ask information related to the things in their group. They have to ask a simple question using Wh-question. There is no punishment, so every student could try to ask a question to me.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### e. Teacher's role

The effectiveness of the teacher's role can be found in statement nine. The mean value for that statement is 3.92. It means that the teacher had given the students clear explanation. The interview and observation also show the same results as the questionnaire. It can be seen in the extracts of the interview and field note.

R : *Peran gurunya gimana?* (How about the teacher's role?)

SS : *Mbaknya udah menjelaskan dengan baik.* (You have given a us clear explanation.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

I am as a participant in this game because I am as the shop assistant and the students as the customers.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### f. Setting

The setting statement is represented in statement ten. The mean value for that statement is 3.91 which is categorised into 'agree'. It means that the students enjoyed playing the game in a group. They had no problem when playing the

game in a group. The interview and observation also show the same results. It can be found in the extracts of the interview transcript and field note.

R : *Ada kesulitan waktu main di dalam group?* (Did you find a problem when playing the game in a group?)

SS : *Nggak mba...kita jadi bisa berdiskusi mau tanya apa aja...*  
(No, Miss. We could discuss with friends when working in a group.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

Then, I divide them into four groups. Each group has different things.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

After analysing the task components of Task 9, the results can be summarised in Table 102.

Table 102: **The Summary of Each Task Component: Task 9**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal:</b> Relaxing the students.	Effective	-
<b>Input :</b> A game	Effective	-
<b>Activity:</b> Playing a game	Effective	-
<b>Students' roles:</b> Participant	Effective	-
<b>Teacher's role:</b> Guide	Effective	-
<b>Setting :</b> Small group	Effective	-

## 10. Task 10

In order to find out the effectiveness of each task component of Task 10, the questionnaire was administered to the students of XPJ1. Moreover, the interview and observation were also conducted to collaborate the data from the questionnaire. Table 103 presents the descriptive statistics of the students' responses to Task 10.

Table 103: **The Descriptive Statistics of Students' Responses to Task 10 of Unit 2 in the Second Draft Implementation**

No.	Statements	N	Mean	SD	Info
1.	I can understand the instruction in Task 10.	32	3.75	.568	Agree
2.	I can make the dialogue based on the situations provided.	32	3.87	.554	Agree
3.	I can use the expressions in this unit correctly and appropriately.	32	3.91	.466	Agree
4.	The situation in Task 10 is understandable.	32	3.66	.483	Neutral
5.	The situation is appropriate for the Marketing Skill Program.	32	3.78	.553	Agree
6.	The activities in Task 10 are interesting and they can help me communicate with English.	32	3.81	.397	Agree
7.	I can practice my own dialogue fluently.	32	3.56	.504	Neutral
8.	I can pronounce the dialogue correctly.	32	3.81	.535	Agree
9.	The teacher gives me clear guidance.	32	3.88	.492	Agree
10.	I have no problem doing this task in pairs.	32	3.84	.574	Agree

a. Goal

The effectiveness of the goals can be known from statements two and three. The mean values for those statements are 3.87 and 3.91. They are categorised into 'agree'. From those statements and observation, it can be found that the students could make a dialogue using the appropriate expressions. Moreover, according to the students' opinion obtained through an interview the students said that they were more familiar with the expressions of asking for information. It can be seen in the extracts of the interview and observation. In conclusion, the goals can be reached by the students.

R : *Setelah mengerjakan task ini gimana? Emm...maksudnya apa yang kalian dapatkan?* (What did you get after studying this task?)

SS : *Ya kita jadi semakin terbiasa aja mbak menggunakan expresi*

*ini.* (We are more familiar with the expressions.)  
(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/  
Unit 2)

They can make a dialogue based on the situation.  
(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### b. Input

The effectiveness of the input text in Task 10 can be known from statements four and five. The mean values for those statements are 3.66 and 3.78. Based on the conversion table, statement four is categorised into 'neutral'. Meanwhile, statement five is categorised into 'agree'. The data are supported by the results of the interview and field note. The students said that the situation is understandable. It can be seen in the extracts of the interview and field note. In conclusion, the input text of Task 10 is effective.

R : *Kalian mudeng nggak situasinya?* (Could you understand the situation?)

SS : *Mudeng.* (Yes, Miss.)

R : *Terus kemarin bisa nggak membuat dialognya?* (Could you make the dialogue?)

SS : *Bisa...* (Yes, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/  
Unit 2)

They can make a dialogue based on the situation. There is no problem to understand the situation.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### c. Activity

Based on the questionnaire, the activity in Task 10 is effective. It is shown by statement six. The mean value for that statement is 3.81 which is categorised into 'agree'. According to the students' opinion obtained from the questionnaire, the activity in this task was interesting. In addition, the results of the interview and

observation show that the activity was not boring. It can be found in the extracts of the interview and field note.

R : *Terus nih... menurut kalian kegiatan di task ini membosankan nggak?* (Is the activity boring?)

SS : *Nggak mbak...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

They can make a dialogue based on the situation. Then, I ask one of the students to practice the dialogue in front of the class.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### d. Students' role

According to the students' opinion obtained from the questionnaire, the students were able to pronounce and practice the dialogue well. It was shown by statements seven and eight which have mean values 3.56 and 3.81. Based on the conversion table, statement seven is categorised into 'neutral'. Meanwhile, statement eight is categorised into 'agree'. Moreover, the results of the interview and observation show that the students had a problem to translate the Indonesia words into English. However, it was not a big problem because they could solve their problems by opening the dictionary. It means that the students could participate and solve their problems. Here are the extracts of the interview transcript and field note.

R : *Ada kesulitan nggak dalam membuat dialognya?* (Could you find a problem when making the dialogue?)

SS : *Dikit mbak...* (Just a little bit Miss.)

R : *Sulitnya kenapa?* (What's the problem?)

SS : *Bingung nyari kata dalam Bahasa Inggrisnya.* (I was confused to find out the words in English.)

R : *Oh... terus gimana kemarin kalian?* (So, what did you do?)

SS : *Ya... buka kamus.* (Then, we opened the dictionary.)

R : *Berarti sudah nggak ada masalah to? Hehehehe* (It means that you have no problem now. Isn't it?)

SS : *Iya mbak...* (Yes, Miss.)  
 (Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/  
 Unit 2)

After I call their names, they come in front of the class and practice the dialogue. The other students listen to them.  
 (Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

e. Teacher's role

Statement nine is aimed to evaluate the teacher's role. The mean value for that statement is 3.88. It means that the teacher had given the students clear guidance. Meanwhile, according to the students' opinion obtained from the interview, the students said that the teacher could help them understand the materials. The results of the observation also show the same results as the questionnaire and interview. It can be seen in the extracts of the interview transcript and field note.

R : *Peran gurunya gimana dik?* (How about the teacher's role?)  
 SS : *Ya baik... ngasih penjelasannya jelas terus bisa membantu kita juga.* (You have given us a clear explanation and made me understand the materials.)  
 (Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/  
 Unit 2)

I walk around the class to check the students' works. Some students ask me about their works. Then, I come close to them and see their works.  
 (Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

f. Setting

The effectiveness of the setting in Task 10 can be found in statement ten with the mean value 3.84. Therefore, it is categorised into 'agree'. It means that the students had no problem to work in pairs. The interview and observation also show the same results as the questionnaire. It can be found in the extracts of the

interview transcript and field note. In conclusion, the setting can support the students in the teaching and learning process.

R : *OK... untuk kerja berpasangan ada masalah nggak?* (Did you a problem to work in pairs?)

SS : *Nggak ada mbak...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

Then, I ask them to work in pairs again. The students have no objection to work in pairs again.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

After analysing the task components of Task 10, the results can be summarised in Table 104.

Table 104: **The Summary of Each Task Component: Task 10**

Component	Analysis	Revision
<b>Goal:</b> Checking the students' understanding of the materials.	Effective	-
<b>Input:</b> Some situations	Effective	-
<b>Activity:</b> Making a dialogue and practicing the dialogue.	Effective	-
<b>Students' roles:</b> Participant and actor	Effective	-
<b>Teacher's role:</b> Facilitator	Effective	-
<b>Setting :</b> In pairs	Effective	-

## 11. Task 11

Table 105 presents the students responses to Task 11.

Table 105: **The Descriptive Statistics of Students' Responses to Task 11 of Unit 2 in the Second Draft Implementation**

No.	Statements	N	Mean	SD	Info
1.	I can understand the instruction in Task 11.	32	3.78	.608	Agree
2.	This task makes me more familiar with the situations that may occur in my future work place.	32	3.72	.683	Agree
3.	I can use the expressions correctly.	32	3.78	.553	Agree
4.	The situations are appropriate for the Marketing Skill Program.	32	3.84	.574	Agree



No.	Statements	N	Mean	SD	Info
5.	The pictures are clear and they can help me do Task 11.	32	3.78	.553	Agree
6.	The activities in this task are interesting and they can motivate me to be able to communicate in English.	32	3.88	.492	Agree
7.	I can make the dialogue and practice it fluently.	32	3.69	.535	Neutral
8.	I can play as the customer or shop assistant.	32	3.88	.609	Agree
9.	The teacher gives me clear guidance.	32	3.94	.564	Agree
10.	I can cooperate with my partner to do the task.	32	3.78	.553	Agree

a. Goal

Based on Table 92, statements two and three are aimed to evaluate the goals. The mean values are 3.72 and 3.78. They are categorised into 'agree'. It can be found that Task 11 made the students more familiar with the expressions of asking for information. Therefore, they could use the expressions appropriately. The interview and observation also show the same results. It means that they could achieve the goals in this task. In conclusion, the goals can be achieved by the students. It can be seen in the extracts of the interview transcript and field note.

R : *Terus setelah membuat dialog di task ini kalian jadi lebih paham nggak untuk menanyakan informasi dan membuat wh-questions?* (What did you get after studying this task?)

SS : *Iya mbak jadi lebi paham dan lebih terbiasa sekarang.* (We are more familiar with the expressions and graamar.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

After they do the task, they are more familiar with the situation that may occur in the future. They also have enough knowledge to face the same situation in the real world.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

### b. Input

The input statements are represented in statements four and five. The mean values for those are 3.84 and 3.78. They are categorised into 'agree' because the mean values are in a range of  $3.7 < \bar{x} \leq 4.5$ . Based on the quantitative data, the input texts are effective. Moreover, the qualitative data also show the same results as the quantitative data. The students stated that the input texts were understandable. It can be found in the extracts of the interview and field note.

R : *Iya... datanya gimana, membingungkan nggak?* (How about the data? Is it confused?)

SS : *Nggak...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

They have no problem with the data and they can make the dialogue after 15 minutes.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

### c. Activity

Statement six is aimed to evaluate the activity. The mean value for this statement is 3.88. Therefore, it is categorised into 'agree'. The results of the interview and observation explain that the activity was not difficult to be followed. The students enjoyed joining the activity in Task 11. It can be seen in the extracts of the interview and field note.

R : *Ada kesulitan nggak?* (Did you find any difficulty?)

SS : *Nggak sih...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

Then I ask one of the students to practice the dialogue. Then a student raises her hand. She comes in front of the class with her partner. The other students are still enthusiastic to listen to their friends' performances.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

d. Students' role

Statements seven and eight are aimed to evaluate the students' role, the mean values for those statements are 3.69 and 3.88. Based on the conversion table, statement seven is categorised into 'neutral' because the mean value is in a range of  $2.8 < \bar{x} \leq 3.6$ . Meanwhile, statement eight is categorised into 'agree' because the mean values is in a range of  $3.7 < \bar{x} \leq 4.5$ . From the interview and observation, it was found that the students could participate well in the classroom. They could do the task well. In conclusion, the students' role is as expected can be found in the extracts of the interview and field note.

R : *Jadi kalian bisa bikin dialognya?* (You could make the dialogue, couldn't you?)

SS : *Iya mbak...* (Yes, Miss.)

R : *Ada kesulitan nggak?* (Is there any problem?)

SS : *Nggak sih...* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

Then a student raises her hand. She comes in front of the class with her partner. The other students are still enthusiastic to listen to their friends' performances.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

e. Teacher's role

Statement nine is aimed to evaluate the teacher's role. The mean value is 3.94. Therefore, it is categorised into 'agree'. The results of the interview and observation show that the teacher had facilitated the students during the teaching and learning process. The teacher could manage and give the students guidance in doing Task 5. It can be found in the extracts of the interview transcript and field note.

R : *Peran gurunya gimana dik?* (How about the teacher's role?)  
 SS : *Mbaknya mendampingi kami terus selama kami mengerjakan.*  
 (You had facilitated us in learning English.)  
 D : *Sering ngasih komentar juga waktu kami maju...jadi kan tahu  
 salahnya dimana.* (You also often gave us corrections.)  
 (Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/  
 Unit 2)

I give time about 15 minutes for them to make the dialogue in pairs.  
 I walk around the class to make sure that all the students understand  
 and do the task.  
 (Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### f. Setting

Statement ten is aimed to evaluate the setting. The mean value for this statement is 3.78. Therefore, it is categorised into 'agree'. The data is supported by the results of the interview and observation. The results show that the students had no problem to work in pairs. They could cooperate with their partners well. It can be seen in the extracts of the interview and field note.

R : *Ada kesulitan nggak dalam kerja berpasangan di task ini?*  
 (Did you find any problem when working in pairs?)  
 SS : *Nggak ada kok mbak.* (No, Miss.)  
 (Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/  
 Unit 2)  
 The students do not refuse to work in pairs.  
 (Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

Table 106 presents the summary of the task analysis.

Table 106: **The Summary of Each Task Component: Task 11**

Component	Analysis	Revision
<b>Goal:</b> Checking the students' understanding to the materials.	Effective	-
<b>Input :</b> Some pictures	Effective	-
<b>Activity:</b> Making a dialogue based on one of the pictures and practicing the dialogue.	Effective	-
<b>Students' roles:</b> Participant and actor	Effective	-
<b>Teacher's role:</b> Facilitator	Effective	-
<b>Setting :</b> In pairs	Effective	-

## 12. Task 12

Here are the students' responses to Task 12.

Table 107: **The Descriptive Statistics of Students' Responses to Task 12 of Unit 2 in the Second Draft Implementation**

No.	Statements	N	Mean	SD	Info
1.	I can understand the instruction in Task 12.	32	3.84	.515	Agree
2.	This task makes me more familiar with the situations that may occur in my work place.	32	3.81	.592	Agree
3.	I can make the dialogue on time.	32	3.72	.523	Agree
4.	The situation is appropriate for the Marketing Skill Program.	32	3.78	.491	Agree
5.	The situations are understandable.	32	3.75	.568	Agree
6.	The activities are interesting.	32	3.91	.466	Agree
7.	The activities motivate me to be able to communicate using English.	32	3.97	.595	Agree
8.	I am active in doing Task 12.	32	3.69	.592	Neutral
9.	The teacher gives me clear guidance and explanation.	32	3.88	.492	Agree
10.	I can cooperate with my partner to do the task.	32	3.72	.683	Agree

### a. Goal

The goals' statements are represented in statements two and three. The mean values for those statements are 3.81 and 3.72. Therefore, they are categorised into 'agree'. It means that the students could achieve the goal in Task 12. It can be known that the students were more familiar with the expressions of asking for information. Therefore, they could practice how to ask for information in the future. The results of the interview and observation are same as the questionnaire. It can be concluded that the goals can be reached by the students. The extracts of the interview transcript and field note are as the evidence.

R : *Apa yang kalian dapat dari task ini?* (What did you get after studying this task?)

SS : *Melatih kami untuk menanyakan informasi.* (We could practice how to ask for information.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

After they do this task, they can prepare their selves to face the same situation in the real world.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### b. Input

Based on the results of the questionnaire, the input is effective. It can be seen in statements four and five which have mean values 3.78 and 3.75. Therefore, they are categorised into 'agree'. It means that the situation is understandable and suitable for the students of Marketing Program. The interview and observation also show the same results. In conclusion, the input in Task 12 is effective. It can be seen in the extracts of the interview and field note.

R : *Gimana gambarnya jelas nggak?* (How about the picture? Is it clear?)

SS : *Jelas mbak...* (Yes, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

Then, they make the dialogue based on the picture with their partners. They also have no problem with the picture.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### c. Activity

Based on the questionnaire, the activity was interesting. It could motivate the students to communicate with English. It can be found in statements six and seven that are aimed to evaluate the activity. The mean values for those statements are 3.91 and 3.97 which are categorised into 'agree'. The interview and observation also show the same results as the questionnaire. It can be seen in the extracts of the interview and field note.

R : *Ada masalah nggak dalam ngerjain task ini?* (Did you find a problem when doing this task?)

SS : *Nggak ada.* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

I tell them that in this task, they do not need to practice the dialogue. I just ask them to make the dialogue and submit it to me.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### d. Students' role

Statement eight is aimed to evaluate the students' role. The mean value for the statement is 3.69 which is categorised into 'neutral'. However, the results of the interview and observation show the different results from the questionnaire. The students said that they had no problem in doing the task. They could participate well in the classroom. In conclusion, the students' role is as expected.

It can be seen in the extracts of the interview transcript and field note.

R : *Kalian bisa membuat dialognya nggak?* (Could you make the dialogue?)

SS : *Bisa mbak.* (Yes, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

The students look serious to do the task. After a few minutes the students can finish the work and submit it to me.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### e. Teacher's role

Statement nine has a high mean i.e. 3.88 which is categorised into 'agree'.

This statement is aimed to evaluate the teacher's role. The teacher had given the students clear guidance and explanation. The results of the interview and observation are also same as the questionnaire. It can be found in the extracts of the interview transcript and field note.

R : *Peran gurunya gimana? Udah memberi petunjuk yang jelas belum?* (How about the teacher's role? Have I given you a clear guidance?)

SS : *Iya mbak... mbaknya mengarahkan dengan baik.* (Yes, Miss. You have given me a clear guidance.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

I walk around the class to check and manage the class.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

#### f. Setting

Based on the results of the questionnaire, the setting in Task 12 can promote the students to do the task. It can be seen in statement ten with mean value 3.72 which is categorised into 'agree'. It means that the students could cooperate with their partners. The interview and observation also show the same results. It can be found in the extracts of the interview transcript and field note.

R : *Kalau dalam kerja berpasangan gimana ada masalah nggak?* (Did you find any problem when doing the task in pairs?)

SS : *Nggak ada mbak.* (No, Miss.)

(Appendix F/ Interview Transcript/ XPJ1/ 2<sup>nd</sup> Draft Implementation/ Unit 2)

Then, they make the dialogue based on the picture with their partners. They can cooperate with their partners and finish the work.

(Appendix E/ Field Note/ Second Draft Implementation/ Unit 2)

The summary of the task analysis are presented in Table 108.

Table 108: **The Summary of Each Task Component: Task 12**

Component	Analysis	Revision
<b>Goal:</b> Checking the students' understanding to the materials.	Effective	-
<b>Input :</b> A situation	Effective	-
<b>Activity:</b> Making a dialogue	Effective	-
<b>Students' roles:</b> Participant	Effective	-
<b>Teacher's role:</b> Facilitator	Effective	-
<b>Setting :</b> In pairs	Effective	-



### 3) The Revision of the Second Draft of Unit 2

After evaluating the second draft of Unit 2, there is no component that needed to be revised. The students agreed with the developed materials. It means that the content of the materials are appropriate with the students of Marketing Program. In short, the second draft of Unit 2 was well-developed. Therefore, there was no revision in this draft. In other words, the final draft of Unit 2 is same as the second draft. Table 109 presents the summary of the task analysis in Unit 2.

Table 109: The Summary of the Task Analysis in Unit 2

No	Name of Task	Analysis	Revision
1.	Task 1	Effective	-
2.	Task 2	Effective	-
3.	Task 3	Effective	-
4.	Task 4	Effective	-
5.	Task 5	Effective	-
6.	Task 6	Effective	-
7.	Task 7	Effective	-
8.	Task 8	Effective	-
9.	Task 9	Effective	-
10.	Task 10	Effective	-
11.	Task 11	Effective	-
12.	Task 12	Effective	-

### 9. The Summary of the Second Draft and the Final Draft

This part presents the summary of the second draft of developed materials. Based on the evaluation, it can be found that the second drafts of the developed materials were well-developed. Therefore, there is no revision in the second draft. In short, the final drafts of the developed materials were same as the second draft. The researcher does not need to describe the final draft again because they are same as the second draft.

## **B. Discussion**

The findings of the study show that the first drafts of the developed materials had to be improved in some parts. Meanwhile, the second drafts of the developed materials are effective. Based on the results of the questionnaire and interview, the materials are suitable for the students of the Marketing Program. The activities in the second draft can motivate the students to communicate with English. As stated before in the research finding, there are some tasks in the first draft of Unit 1 that had to be revised. They are Task 2, Task 7, Task 8, Task 9, Task 10, and Task 11. Some tasks components in those tasks are not effective. Moreover, in the first draft of Unit 2, there are also some tasks that had to be revised. They are Task 1, Task 2, Task 6, and Task 9. The task components in those tasks are also not effective. Then, for unit 3, there is only one revision i.e. Task 5. Several revisions that were made in the first draft were based on the results of the questionnaire, interview, and observation.

As stated in the previous part, an effective task has to cover six components. They are goal, input, activity, teacher's role, students' role, and setting (Nunan, 2004:41). Therefore, the effectiveness of a task can be known by analysing task components in each task one by one .

It is started from the first draft of Unit 1. One of the task components of Task 2 is not effective. Based on the interview, the students stated that some words in the dialogue are difficult. This problem made the students unable to understand the dialogue clearly. To solve the problem, the input text was revised. In the second draft, there is a list of difficult words with their meanings.

Therefore, the students can understand the dialogue easier. It is consistent with Brown (2001: 133) who states that teaching has to start from controlled, semi controlled and free tasks. Meanwhile, the activity can help the students achieve the goals of the task. Meanwhile, the teacher's and students' role were as expected. The students were active in the classroom.

Task 7 belongs to the practice tasks. Based on the interview results, there are some components in this task that had to be improved, such as goal, input, and students' roles. Meanwhile, the other tasks components are effective. The activity makes the students familiar with the Simple Present Tense. Since this task belongs to the practice tasks, the goal of these tasks is to develop the knowledge that the students have received from the presentation tasks. In order to help the students reach the goal, the researcher added a grammar exercise to practice using the grammar. If the students get more grammar practice, they will be more familiar with the grammar. It is in line with Harmer (2007:64) who states that the practice tasks are designed to create familiarity and confidence with the new language.

At the first draft, the students are asked to listen to the teacher's explanation. However, in the second draft, they are asked to be active in the classroom by asking them to give an example using the Simple Present Tense. Larsen-Freeman (2000: 128) says that the students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active.

Task 8 is also not effective. There is a task component that was not effective i.e. input. There are two dialogues and pictures in this task as the input

text. However, based on the interview results, the students had a problem with the second dialogue. They said that the second dialogue is confusing because there was no key words that can help them complete the dialogue as in the first dialogue. Therefore, the second dialogue was changed into one similar to the first dialogue. The researcher provided some questions to help them complete the dialogue. Therefore, the dialogue could promote the students to communicate with English. It is consistent with Tomlinson (1998:14) who proposes that materials should provide learners with opportunities to use the target language to achieve the communicative purposes. Moreover, the other tasks components are effective. The students could reach the goal. They also enjoyed the activity in this task. Then, they were active in the classroom and they had no problem with the teacher's role.

The next task that had to be improved was Task 9. There is only a task component that was not effective. Based on the interview, the setting in this task needed to be revised. In this task, the students were asked to work in the whole class. It means that the students were not divided into some groups. In order to improve the setting, it was changed by dividing the students into two groups. Therefore, the instruction in this task was also changed. As Nunan (2004:71) suggests, it is important to consider the learning 'mode' and learning 'environment'. Learning 'mode' refers to whether the students are operating on an individual or a group.

Based on the findings, Task 10 was also not effective. There are two components that had to be improved. They are input and activity. Actually, there

are two situations as the input text. However, most of the students only chose the first dialogue. They said that the second dialogue is complicated and too difficult for them. Therefore, the second dialogue was replaced with the simple one. It is supported by Nunan (2004:50) who states that by simplifying input, it can make the students process the language.

Meanwhile, the students also said that the activity in Task 10 was boring. In order to make the activity more interesting, the game was played during doing the task. The teacher played the game to determine who should practice the dialogue in front of the class. It worked well because through processing creative game activities can motivate the students to take more interest in language learning (Wang, 2010:141). Therefore, the students enjoyed the activity.

The last task that had to be improved was Task 11. The input in this task had to be revised. There were some situational pictures provided as the input text. However, one of the pictures (the second picture) is unclear. Therefore, it was revised by brightening the picture. It is similar as Patison cited in Nunan (2004:58) who states that communication activities can be stimulated through the use of pictures.

The next discussion is related to the findings of the first draft of Unit 2. As mentioned earlier, there were also some tasks that had to be improved. The activity in Task 1 is not effective. The students said that the activity is boring. In order to make the more interesting activity, it was changed by designing activity that could make them more active. In the second draft implementation, the teacher asks them to describe the pictures first then she gives them some questions related

to the picture. Patison cited in Nunan (2004:58) suggests that communication activities can be stimulated through the use of pictures.

Then, the setting in Task 2 was not effective. The individual setting was not helpful for the students. Therefore, it was changed into in pairs because they stated that they preferred work in pairs to individual. It is important to consider the setting because it can influence the effectiveness of the students in doing the task. By working in pairs, it gives the students more opportunities to speak (Brown, 2001: 177).

Meanwhile, most of the task components of Task 6 were not effective. They were goal, input, activity, students' role, and teacher's role. In order to improve the goal, a grammar exercise was added to practice using the grammar. The students needed more practice to make them familiar with the grammar and language function. As Harmer (2007:64) argues, the practice tasks are designed to create familiarity and confidence with the new language.

Related to the input, it was changed by making the pattern as simple as possible. It was more effective than give the students input which was long and complicated. Meanwhile, the grammar exercise was added to help them practice using the pattern. Nunan (2004:50) also indicates that by simplifying the input, it can make the students process the language.

Based on the results of the interview, the activity could not promote the students in using grammar. In this case, ineffective activity also influenced the students' role. The students were passive because they did not know what they were supposed to do. Therefore, the activity was changed by asking the students

to do the grammar exercise. In the second draft implementation, they were not only asked to listen to the teacher's explanation but also to make a question using Wh-questions. If the students got more grammar practice, they will be more familiar with the grammar. Therefore, they can understand and use the grammar. Harmer (2007:64) also suggests that the practice tasks are designed to create familiarity and confidence with the new language.

The teacher's role in this task is also not effective. The students said that the teacher cannot help them understand the grammar. They needed more clear explanation from the teacher. She had to give the students more clear explanation and to give them some examples related to the grammar. Therefore, the teacher could facilitate the students in the teaching and learning process. It has the same idea with Larsen-Freeman (2000: 128) who states that the teacher is becoming active facilitators of their students' learning.

Like Task 6, most of the task components in Task 9 are also not effective. The goal, input, activity, students' role, and teacher's role in this task had to be improved. The students said that the input in this task is too difficult for them. They could not play the game well. Therefore, the students could not enjoy the activity and they also could not achieve the goal. In order to help the students achieve the goal, the input and activity in this task were changed. Since the input in this task is a game, the students needed an easier and interesting game to make them relaxed and to promote the teaching and learning process. This is consistent with Wang (2010:141) who states that through processing creative game activities

can motivate the students to take more interest in language learning. After the input and activity were changed, the students could enjoy the game.

Meanwhile, for Unit 3, there is only one revision. The teacher's role in Task 5 is not effective. According to the students' opinion, the teacher was not assertive. Therefore, the students do not pay attention to the teacher's explanation. To solve this problem, in the second draft implementation, the teacher had to be more assertive by reprimanding the students who did not pay attention to the teacher's explanation. Those have to be done by the teacher in order to facilitate the students in the teaching and learning process. In this case, the teacher is becoming active facilitators of their students' learning (Larsen-Freeman, 2000: 128). Moreover, the other task components of Task 5 were effective.

After those tasks were revised, they were implemented again. Then, the questionnaire was administered to obtain the students' agreement related to the tasks. Besides, an interview and observation were also conducted to support the data from the questionnaire. The results of the second draft implementation were satisfying. Based on the questionnaire, interview, and observation, the students agreed with the developed materials. There was no revision for them. It can be concluded that the materials were well-developed and appropriate for students of the Marketing Program.



## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

In this final chapter, the conclusions are drawn based on the research findings in the previous chapter. Some suggestions are also addressed as the last part in this chapter.

#### **A. Conclusions**

This research study is concerned with developing real-world speaking tasks for the students of Marketing Skill Program. Therefore, the tasks were designed based on the students' background study. The tasks were designed to promote the students to learn English. Besides, it prepares the students to be able to communicate with English in the real-world.

The first step in this research was conducting the needs analysis. As mentioned earlier in the previous chapter, the first questionnaire was aimed to find out the students' needs of English. The results of the needs analysis show that the students need the effective English learning materials which can support them to communicate with English in the real-world. The real-world situation means that the possible situations that may occur in their future work place. Then, the results are used as bases to develop the tasks. Besides, the researcher also considers the curriculum in that school in developing the tasks. After conducting the procedure in this study, the effective English speaking tasks for the Marketing Skill Program are resulted.

From the results study, analysis, and evaluation to the materials, it can be concluded that the materials are effective. The developed materials fulfil the students' needs of English by providing the speaking tasks that are appropriate for the students' background study. The developed materials focus on developing communication skills by combining the topic, language function, and grammar. The developed materials also provide the self-assessment checklist and some terms in marketing at the end of the entire materials. Furthermore, the developed materials also have various tasks, such as answering the questions, matching activity, finding the meaning of some words, playing a game, completing the dialogue, making the dialogue, and practicing the dialogue. Besides, in presenting the tasks, it is started from the guided, semi-guided, and free-guided tasks.

Moreover, the effective materials are also evaluated based on the effectiveness of the task components. Therefore, there are six components, namely goal, input, activity, teacher's role, students' role, and setting. The results show that the tasks components in the second draft are effective. It can be seen from the mean values that are obtained from the questionnaire. The mean values for Unit 1 range from 3.47 to 4.37. Meanwhile, the mean values for Unit 2 range from 3.44 to 4.19. It means that the results of the questionnaire are categorised into 'agree' and 'neutral'. Therefore, the interviews and observations were also conducted to support the quantitative data. Based on the interviews and observations, the students had no suggestion related to the goal, input, activity, students' role, teacher's role, and setting. They gave positive responses. It means that the tasks were well-developed.

The results show that all components are effective. In terms of goal, the effective tasks provide tasks to the students in order to reach the main goal of teaching and learning process according to the students' needs and curriculum. Meanwhile, the effective inputs of the tasks must be based on the students' background study. Therefore, the inputs are appropriate for the students of Marketing Program. The inputs can be pictures, dialogues, texts, etc. The important thing is they have to be understandable, contextual, related to the topic and based on the basic competences.

Moreover, the students need activities to achieve the goals. The activities in the tasks have to be interesting and enjoyable. Therefore, the students are interested in learning the materials. Since in this study is concerned with developing speaking tasks, the activities consist of acting of script, playing a script, acting out a dialogue, and playing a game. Those activities are all based on the results of the needs analysis that were gained from the first questionnaire. It is also in line with Harmer (2007:348-349) who proposes acting a script, play script, and acting out dialogues as the speaking activities that can be done in the classroom.

The next components are students' role and teacher's role. The students in the classroom have to be active students. It means that not only the teacher who talks but also the students. To make them active, they are asked to be actors in the classroom. Meanwhile, the teacher in the classroom is as a facilitator. Therefore, the teacher facilitates the students during the teaching and learning process by giving a clear explanation and guidance.

The last component is setting. Most of the students want to work in pairs, because they can share with their friends. It is also possible to ask them to work in a small group or individual.

## **B. Suggestions**

There are some suggestions for the next implementation of English learning materials which can be addressed to Grade X students of the Marketing Program, English teachers at SMKN 1 Yogyakarta, and other materials designers.

1. To Grade X students of Marketing Program, they have to be brave to practice the dialogue in front of the class. Their participation will make the implementation of the developed materials work well.
2. To the English teachers at the school, they have to be more creative to compile the learning sources from the internet and the other English books which are appropriate for the students of Marketing Program.
3. To other materials designers, they have to consider some important components in designing the materials. They have to provide the appropriate inputs and activities for the students' background study which reflect to the real world. They also have to consider the curriculum in designing the materials. Besides, it is important for them to take a note and record everything happening in the classroom during the implementation.

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# APPENDIX A

# RESPONDENTS



**DAFTAR NAMA SISWA KELAS XPJ1**

No	Nama Siswa	L/P	Umur
1.	Ade Tri afrilia	P	15 tahun
2.	Agustina Hidayatun	P	16 tahun
3.	Amelia Anita Sari	P	15 tahun
4.	Amelia Arifitta Atika	P	15 tahun
5.	Ana Nurjanah	P	15 tahun
6.	Anggela Putri Yudanti	P	15 tahun
7.	Anis Ria Priyanto	P	16 tahun
8.	Anita Wulandari	P	14 tahun
9.	Anyza Nindra Hilda Vitasari	P	15 tahun
10.	Ardian Adhitya Mapanjung	L	15 tahun
11.	Astrit Findirat Ariyani	P	15 tahun
12.	Cindi Pratiwi	P	15 tahun
13.	Ciptaningtyas Lestari	P	16 tahun
14.	Cita Suci Ardyaningtrias	P	16 tahun
15.	Clara shinta Ryda Nanda	P	15 tahun
16.	Dasi Nuranggraeni	P	15 tahun
17.	Dewi Sekar Langit	P	15 tahun
18.	Dian Mutiara Hapsari	P	15 tahun
19.	Destina Nur Aini	P	15 tahun
20.	Elisabet Dwi Oktiani	P	14 tahun
21.	Endah Astuti	P	15 tahun
22.	Eni Wulandari	P	14 tahun
23.	Enno Putri Lerian Lubis	P	15 tahun
24.	Erma Dwi Suryanti	P	15 tahun
25.	Fransiska Martiawanti	P	15 tahun
26.	Garnis Aprilia	P	15 tahun
27.	Hafni Nurul Widyaningsih	P	14 tahun
28.	Herlinda Rachman	P	15 tahun
29.	Indriyani	P	14 tahun
30.	Ismiati Khoiriyah	P	14 tahun
31.	Kholifah Khoirun Nisa	P	15 tahun
32.	Lydia Febinianti	P	15 tahun
33.	Magdalena Desi Widyaningrum	P	15 tahun
34.	Yoel Agum Saputra	L	15 tahun
35.	Zara	P	16 tahun

### DAFTAR NAMA SISWA KELSA X.2 PJ

No	Nama Siswa	L/P	Umur
1.	Monalitta Augustine	P	15 tahun
2.	Muhhamad Fauzi Santoso	L	16 tahun
3.	Nisful Lail	P	15 tahun
4.	Norwinda Arsinta	P	14 tahun
5.	Novi Wahyuning Tyas Putri	P	16 tahun
6.	Noviani Hidayah	P	15 tahun
7.	Nur Endah Wulandari	P	15 tahun
8.	Nur Fitri Widyastuti	P	16 tahun
9.	Nur Rahmawati	P	15 tahun
10.	Nur'aini Sofia Marinda	P	15 tahun
11.	Nurul Trihastuti	P	15 tahun
12.	Omi Surajiwati	P	15 tahun
13.	Ovi Rian Lestari	P	15 tahun
14.	Putri Agustina Suprihatin	P	15 tahun
15.	Putri Dinda Mei Dita	P	18 tahun
16.	Putri Jayanti	P	15 tahun
17.	Putri Novianti	P	15 tahun
18.	Retanisa Rizqi	P	15 tahun
19.	Riana Septianty	P	15 tahun
20.	Risma Kusuma Damayanti	P	15 tahun
21.	Rudi Prihadi	L	15 tahun
22.	Septi Larasati	P	16 tahun
23.	Septiana Wulandari	P	16 tahun
24.	Shinta Kurnia Dewi	P	15 tahun
25.	Sintia Luistaningrum	P	16 tahun
26.	Sri Puji Rahayu	P	16 tahun
27.	Sri Suharmiyati	P	16 tahun
28.	Suryani Puspita Sari	P	15 tahun
29.	Tiva Rachmawati Putri	P	15 tahun
30.	Tri Rahayu	P	15 tahun
31.	Veni Nurandraini	P	15 tahun
32.	Widyastuti	P	16 tahun
33.	Yunita Setyaningrum	P	15 tahun

# APPENDIX B

## RESEARCH

## INSTRUMENTS

**THE FIRST QUESTIONNAIRE**  
**(NEEDS ANALYSIS)**

**ANGKET ANALISA KEBUTUHAN BELAJAR BAHASA INGGRIS BAGI  
SISWA TATA NIAGA KELAS X DI SMK N 1 YOGYAKARTA**

Kepada:

Yth. Siswa Kelas X Jurusan Tata Niaga

Di Tempat

Dalam rangka penelitian penulisan skripsi dengan judul “*Developing Real World Speaking Tasks for Students of Marketing in Grade X at SMK N 1 Yogyakarta*”, saya mengharapkan kesediaan adik-adik meluangkan waktu untuk mengisi angket berikut ini.

Bagian awal dari angket ini bertujuan untuk mengetahui data pribadi responden. Bagian selanjutnya bertujuan untuk mengetahui tujuan adik-adik dalam belajar Bahasa Inggris. Angket ini pada dasarnya bertujuan untuk mengetahui kebutuhan bahasa Inggris menurut pandangan responden sebagai siswa kelas X jurusan Tata Niaga.

Identitas dan data yang responden berikan sepenuhnya akan dijamin kerahasiaannya. Atas bantuan dan kerja sama adik-adik dalam mengisi angket ini, saya ucapkan terima kasih.

Priastuti

06202244002

Universitas Negeri Yogyakarta

### Participant's identity

Nama :

Kelas :

Jenis Kelamin :

Alamat :

Berikut ini ada beberapa pertanyaan yang menggambarkan kebutuhan Anda dalam belajar bahasa Inggris. Pilihlah satu atau lebih jawaban yang menurut Anda sesuai dengan diri Anda. Anda juga dapat menambahkan jawaban jika pilihan jawaban yang tersedia kurang sesuai dengan diri Anda.

1. Menurut Anda belajar Bahasa Inggris itu?
  - a. Mudah
  - b. Susah
  - c. Lainnya.....
2. Apakah Anda menyukai pelajaran Bahasa Inggris?
  - a. Ya
  - b. Biasa saja
  - c. Tidak
3. Apa tujuan Anda belajar Bahasa Inggris?
  - a. Ingin lulus ujian dengan nilai memuaskan
  - b. Ingin bisa berinteraksi dengan orang asing secara lancar
  - c. Supaya mudah mencari pekerjaan
  - d. Supaya dapat mendirikan usaha sendiri yang bekerjasama dengan orang asing
  - e. Lainnya.....
4. Anda menginginkan pembelajaran Bahasa Inggris yang akan menjadikan Anda?
  - a. Mampu menguasai kosakata Bahasa Inggris dengan baik, terutama yang berkenaan dengan *marketing*.
  - b. Mampu menguasai struktur kalimat (*grammar*) dengan baik
  - c. Mampu memahami makna dan penggunaan setiap kata, kalimat, dan ungkapan dalam Bahasa Inggris
  - d. Mampu membedakan ungkapan-ungkapan formal dan non formal dalam teks-teks monolog (misalnya dan dialog
  - e. Mampu mengekspresikan ungkapan-ungkapan formal dan non formal dalam teks-teks lisan monolog dan dialog di depan kelas
  - f. Mampu berkomunikasi secara lisan dengan menggunakan Bahasa Inggris sederhana dengan baik dalam kehidupan sehari-hari
  - g. Lainnya.....

5. Menurut Anda, kemampuan Bahasa Inggris Anda sekarang berada di tingkat apa?
  - a. Tingkat persiapan (tidak tahu apa-apa)
  - b. Tingkat dasar (menguasai sedikit kosakata dasar)
  - c. Tingkat menengah (mampu mengikuti percakapan dalam Bahasa Inggris dan meresponnya)
  - d. Tingkat lanjut (lancar berbahasa Inggris)
  
6. Kesulitan apa saja yang Anda temui ketika belajar Bahasa Inggris?
 

a. Menulis ( <i>writing</i> )	e. Kosakata ( <i>vocabulary</i> )
b. Membaca ( <i>reading</i> )	f. <i>Grammar</i>
c. Berbicara ( <i>speaking</i> )	g. Pengucapan ( <i>pronunciation</i> )
d. Mendengarkan ( <i>listening</i> )	h. Lainnya.....
  
7. Apa yang membuat Anda merasa sulit untuk belajar berbicara dengan Bahasa Inggris?
  - a. Malu dan takut salah
  - b. Tidak tahu kosakata/ungkapan yang tepat untuk digunakan
  - c. Kesulitan menggunakan struktur kalimat Bahasa Inggris yang benar
  - d. Tidak tahu pelafalan yang benar dalam suatu kata/ ungkapan
  - e. Lainnya.....
  
8. Teknik pengajaran Bahasa Inggris yang Anda sukai adalah?
  - a. Monolog (satu arah, hanya dari guru)
  - b. Diskusi
  - c. *Role play* (seperti drama)
  - d. *Games* (permainan)
  - e. Lainnya.....
  
9. Media pembelajaran yang saya sukai untuk diterapkan di dalam kelas adalah?
  - a. *Pictures* (gambar)
  - b. Koran atau majalah dalam Bahasa Inggris maupun Indonesia
  - c. Alat peraga sesuai dengan topik yang sedang dibahas
  - d. Lainnya.....
  
10. Jenis materi Bahasa Inggris yang akan mendukung pekerjaan Anda nantinya adalah?
  - a. Istilah-istilah yang biasa dipakai dalam dunia *marketing* (Tata Niaga)
  - b. Cara membuat surat-surat bisnis sederhana (misalnya: *memo*, *business invitation*)
  - c. Bagaimana cara berinteraksi/berkomunikasi dengan orang lain menggunakan Bahasa Inggris.
  - d. Lainnya.....

11. Untuk materi pada *speaking skill* (keterampilan berbicara) Anda lebih suka jika?
  - a. Diberikan model monolog atau dialog singkat
  - b. Diberikan model monolog atau dialog singkat kemudian dipraktikkan di depan kelas.
  - c. Dikenalkan terlebih dahulu kosakata yang berkaitan dengan input teks
  - d. Dikenalkan terlebih dahulu dengan struktur kalimat yang berkaitan dengan input teks.
  - e. Input teks disertai gambar.
  - f. Lainnya.....
12. Pada saat mengerjakan tugas Anda lebih suka apabila?
  - a. Mengerjakan secara individu
  - b. Berdiskusi dan mengerjakan dengan teman sebangku
  - c. Berdiskusi dan mengerjakan secara berkelompok
  - d. Lainnya.....
13. Dalam mengerjakan tugas Bahasa Inggris di kelas, Anda lebih suka jika guru?
  - a. Membahas langsung jawaban tugas yang diberikan
  - b. Member contoh terlebih dahulu sebelum meminta siswa mengerjakannya
  - c. Memberikan jawaban secara spontan bila siswa menemui kesulitan dalam mengerjakan tugas
  - d. Berkeliling untuk sekedar mengamati siswa dalam mengerjakan tugas
  - e. Berkeliling dengan memberikan komentar terhadap tugas yang sedang dikerjakan oleh siswa
  - f. Lainnya.....
14. Orang yang akan sering berhubungan dengan Anda dalam menggunakan Bahasa Inggris adalah?
  - a. Konsumen dari dalam dan luar negeri
  - b. Partner bisnis
  - c. Lainnya.....
15. Anda akan lebih sering menggunakan Bahasa Inggris dalam bentuk?
  - a. Lisan (berkomunikasi dengan konsumen)
  - b. Tulisan membaca dan memahami dokumen-dokumen yang berkaitan dengan pekerjaan Anda
  - c. Lainnya.....

##### TERIMA KASIH #####



**THE SECOND QUESTIONNAIRE**  
**(EXPERTS JUDGMENT)**

## Angket Evaluasi (Guru)

### A. Data Responden

1. Nama :
2. Usia :
3. Jenis Kelamin : L/P
4. Institusi :
5. Pendidikan : ( ) D3 ( ) S1 ( ) S2
6. Lama Mengajar :

### B. Evaluasi Materi

#### Petunjuk Pengisian

Berilah tanda centang (✓) pada salah satu kolom jawaban yang sesuai dengan pendapat anda!

#### Keterangan:

SS : Sangat Setuju  
S : Setuju  
R : Ragu-Ragu

TS : Tidak Setuju  
TS : Sangat Tidak Setuju

No	PERNYATAAN	SS	S	R	TS	STS
1.	Materi yang didesain sesuai dengan tujuan pembelajaran Bahasa Inggris di jurusan Penjualan seperti yang tertuang pada kurikulum KTSP.					
2.	Materi yang didesain sesuai dengan latar belakang umur, budaya, dan minat siswa.					
3.	Materi yang didesain sesuai dengan kemampuan Bahasa Inggris siswa.					
4.	Materi yang didesain memberikan pengetahuan-pengetahuan mengenai dunia penjualan pada siswa.					
5.	Materi yang didesain memberikan kesempatan					

	pada siswa untuk menerapkan pengetahuan-pengetahuan yang telah mereka miliki sebelumnya.					
6.	Materi yang didesain akan memperluas pengetahuan siswa baik secara umum maupun spesifik.					
7.	<i>Input text</i> yang digunakan bersifat <i>authentic</i> .					
8.	<i>Input text</i> bervariasi dan berhubungan dengan <i>marketing</i> .					
9.	<i>Input text</i> yang digunakan menarik.					
10.	<i>Input text</i> yang digunakan dapat meningkatkan minat siswa dalam belajar.					
11.	Input teks yang digunakan dapat mendukung kemampuan siswa berkomunikasi dalam bahasa Inggris.					
12.	<i>Tasks</i> yang didesain sesuai dengan situasi dan konteks jurusan penjualan.					
13.	Kosakata yang terdapat dalam materi sangat sesuai dan sering digunakan pada jurusan penjualan.					
14.	<i>Tasks</i> yang didesain beraneka ragam.					
15.	<i>Tasks</i> yang didesain dapat membantu siswa untuk berkomunikasi dalam bahasa Inggris.					
16.	<i>Tasks</i> yang ada disajikan dari yang paling mudah ke yang paling sulit.					
17.	<i>Tasks</i> dalam setiap unit dikembangkan dari pemahaman ke pemakaian.					
18.	<i>Tasks</i> dalam setiap unit dikembangkan dari ketepatan ke prinsip kelancaran berbahasa.					
19.	Perintah yang terdapat pada setiap <i>task</i> sudah cukup jelas baik bagi guru maupun siswa.					
20.	<i>Tasks</i> telah meliputi seluruh setting kegiatan belajar mengajar ( <i>individual, in pairs, in groups, in the whole class</i> )					
21.	Materi yang didesain telah terstruktur dengan baik.					

22.	<i>Lay out</i> (pola susun) materi sudah menarik baik bagi guru maupun siswa.					
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### C. Tanggapan Umum terhadap Materi

1. Secara umum bagaimana pendapat bapak/ ibu mengenai materi yang telah saya kembangkan?

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2. Menurut bapak/ibu, apakah kekurangan dari materi yang saya kembangkan?

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3. Apa saran bapak/ibu untuk memperbaiki kekurangan tersebut?

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**~TERIMA KASIH~**  
**PRIASTUTI**

**THE THIRD QUESTIONNAIRE**  
**(EVALUATING THE FIRST DRAFT)**

### Angket Evaluasi (Siswa)

Angket ini dimaksudkan untuk mengevaluasi materi pembelajaran Bahasa Inggris bagi siswa kelas 1 Jurusan Penjualan semester 1 di SMK N 1 Yogyakarta.

#### A. Data Responden

1. Nama :
2. Usia :
3. Jenis Kelamin :
4. Alamat :

#### B. Evaluasi Materi

##### Petunjuk Pengisian

Setelah adik-adik mengikuti pelajaran bahasa Inggris dengan menggunakan materi yang telah saya kembangkan, adik-adik diharapkan untuk membaca pernyataan di dalam tabel di bawah ini secara teliti. Setelah itu, pilihlah salah satu pernyataan kemudian berilah tanda centang(✓) pada kolom yang tersedia.

##### Keterangan:

SS : Sangat Setuju  
S : Setuju  
R : Ragu-Ragu

TS : Tidak Setuju  
TS : Sangat Tidak Setuju

No	PERNYATAAN	SS	S	R	TS	STS
<b>A. Tujuan</b>						
1.	Materi yang diujicobakan memperluas pengetahuan saya mengenai Bahasa Inggris yang akan digunakan di dunia kerja nanti.					
2.	Materi yang diujicobakan memberi pengetahuan-pengetahuan tentang penjualan yang sesuai dengan jurusan saya.					
3.	Materi yang diujicobakan dapat meningkatkan pengetahuan kosakata Bahasa Inggris saya.					
4.	Materi yang diujicobakan dapat meningkatkan pengetahuan tata bahasa ( <i>grammar</i> ) saya.					
5.	Materi yang diujicobakan dapat membantu saya melafalkan kata-kata dan kalimat dalam bahasa Inggris dengan tepat.					

6.	Materi yang diujicobakan dapat meningkatkan pengetahuan saya dalam ungkapan-ungkapan tertentu (misal: mendiskripsikan benda).					
<b>B. Kebutuhan Siswa</b>						
7.	Materi yang diujicobakan sesuai dengan kebutuhan saya sebagai siswa jurusan Penjualan.					
<b>C. Input Teks</b>						
8.	Dialog-dialog yang ada sesuai untuk kelas penjualan.					
9.	<i>Input text</i> (teks dialog dan gambar) yang digunakan bervariasi.					
10.	Dialog-dialog yang digunakan dapat mendukung kemampuan saya berkomunikasi dalam bahasa Inggris.					
<b>D. Urutan Materi</b>						
11.	Latihan yang ada dalam materi bertahap, dari yang disertai panduan sampai yang tidak disertai panduan (bebas).					
12.	Latihan yang diberikan bertahap, dari tingkat yang lebih mudah ke tingkat yang lebih sulit.					
13.	Latihan yang diberikan bertahap, dari yang menuntut pemahaman saya sampai ke kemampuan saya untuk berbahasa dengan baik.					
<b>E. Kegiatan</b>						
14.	Kegiatan yang disajikan beranekaragam ( <i>speaking, game, and role play</i> ).					
15.	Kegiatan yang dilakukan di dalam kelas sangat menarik dan sesuai dengan keadaan yang akan dijumpai di dunia kerja.					
<b>F. Peran Guru</b>						
16.	Dalam menyajikan materi guru berperan sebagai fasilitator.					
<b>G. Peran Siswa</b>						
17.	Saya bisa menyelesaikan latihan-latihan yang ada pada materi ini sendiri.					
18.	Saya berperan aktif dalam proses belajar mengajar di kelas.					
<b>H. Setting</b>						
19.	Materi yang diujicobakan berisi latihan-latihan individu, berpasangan, dan satu kelas.					
20.	Kegiatan yang ada pada tugas-tugas yang dikerjakan secara individu meningkatkan					

	kemampuan saya untuk belajar secara mandiri.					
21.	Kegiatan yang ada pada tugas-tugas yang dikerjakan secara berpasangan, dan satu kelas memberi kemampuan saya untuk berkomunikasi.					
<b>I. Kosakata</b>						
22.	Latihan mencari arti kata Bahasa Inggris ke Bahasa Indonesia membantu saya memahami kosakata yang ada di materi ini.					
23.	Kosakata yang ada sederhana dan mudah dipahami.					
<b>J. Instruksi</b>						
24.	Perintah yang ada pada setiap <i>task</i> sangat jelas.					
<b>K. Tampilan Materi</b>						
25.	Menurut saya, tampilan materi <i>/design</i> sangat menarik					

### C. Tanggapan Umum terhadap Materi:

1. Secara umum bagaimana pendapat adik-adik mengenai materi yang telah saya kembangkan?

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2. Apakah adik-adik merasa kesulitan dalam mengikuti pelajaran Bahasa Inggris dengan menggunakan materi yang telah saya kembangkan? Dimanakah letak kesulitan adik-adik?

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3. Apa saran adik-adik untuk memperbaiki kekurangan tersebut?

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**TERIMA KASIH**

**-Priastuti-**



**THE FOURTH QUESTIONNAIRE**  
**(EVALUATING THE SECOND DRAFT)**

**The Organization of the fourth Questionnaire  
(Evaluating the Second Draft)**

Question numbers	The purpose of the questions	References
<b>Task 1</b>		
1	To evaluate the instruction in the materials.	Nunan (2004: 174)
2	To evaluate the goals of the materials.	Brown (2001: 142) Nunan (2004: 174) Nunan (2004: 41-42)
3-6	To evaluate the input texts that used in the materials.	Nunan (2004: 178) Nunan (2004: 47)
7	To evaluate the activity.	Nunan (2004: 53-54).
8	To evaluate the teacher's role during the teaching and learning process.	Harmer (2001:58-62)
9	To evaluate the students' roles during the teaching and learning process.	Brown (2000:154-155)
10	To evaluate the setting that is used during the teaching and learning process.	Nunan (2004: 174)
<b>Task 2</b>		
1	To evaluate the instruction in the materials.	Nunan (2004: 174)
2,3	To evaluate the goals of the materials.	Brown (2001: 142) Nunan (2004: 174) Nunan (2004: 41-42)
4,5	To evaluate the input texts that used in the materials.	Nunan (2004: 178) Nunan (2004: 47)
6,7	To evaluate the students' roles during the teaching and learning process.	Brown (2000:154-155)
8	To evaluate the activity.	Nunan (2004: 53-54).
9	To evaluate the teacher's role during the teaching and learning process.	Harmer (2001:58-62)
10	To evaluate the setting that is used during the teaching and learning process.	Nunan (2004: 174)
<b>Task 3</b>		
1	To evaluate the instruction in the materials.	Nunan (2004: 174)
2	To evaluate the goals of the materials.	Brown (2001: 142) Nunan (2004: 174) Nunan (2004: 41-42)
3-5	To evaluate the input texts that used in the materials.	Nunan (2004: 178) Nunan (2004: 47)

Question numbers	The purpose of the questions	References
6,8	To evaluate the students' roles during the teaching and learning process.	Brown (2000:154-155)
7	To evaluate the activity.	Nunan (2004: 53-54).
9	To evaluate the teacher's role during the teaching and learning process.	Harmer (2001:58-62)
10	To evaluate the setting that is used during the teaching and learning process.	Nunan (2004: 174)
<b>Task 4</b>		
1	To evaluate the instruction in the materials.	Nunan (2004: 174)
2,3	To evaluate the goals of the materials.	Nunan (2004: 174)
4,5	To evaluate the input texts that used in the materials.	Nunan (2004: 178)
6,9	To evaluate the students' roles during the teaching and learning process.	Brown (2000:154-155)
7	To evaluate the teacher's role during the teaching and learning process.	Harmer (2001:58-62)
8	To evaluate the activity.	Nunan (2004: 53-54).
10	To evaluate the setting that is used during the teaching and learning process.	Nunan (2004: 174)
<b>Task 5, Task 6, Task 8, Task 10, and Task 11</b>		
1	To evaluate the instruction in the materials.	Nunan (2004: 174)
2,3	To evaluate the goals of the materials.	Nunan (2004: 174)
4,5	To evaluate the input texts that used in the materials.	Nunan (2004: 178)
6	To evaluate the activity.	Nunan (2004: 53-54).
7,8	To evaluate the students' roles during the teaching and learning process.	Brown (2000:154-155)
9	To evaluate the teacher's role during the teaching and learning process.	Harmer (2001:58-62)
10	To evaluate the setting that is used during the teaching and learning process.	Nunan (2004: 174)
<b>Task 7</b>		
1	To evaluate the instruction in the materials.	Nunan (2004: 174)
2,3	To evaluate the goals of the materials.	Nunan (2004: 174)
4	To evaluate the activity.	Nunan (2004: 53-54).
5	To evaluate the input texts that used in the materials.	Nunan (2004: 178)

Question numbers	The purpose of the questions	References
6	To evaluate the teacher's role during the teaching and learning process.	Harmer (2001:58-62)
7-9	To evaluate the students' roles during the teaching and learning process.	Brown (2000:154-155)
10	To evaluate the setting that is used during the teaching and learning process.	Nunan (2004: 174)
<b>Task 9</b>		
1	To evaluate the instruction in the materials.	Nunan (2004: 174)
2,3	To evaluate the goals of the materials.	Nunan (2004: 174)
4,5	To evaluate the input texts that used in the materials.	Nunan (2004: 178)
6,7	To evaluate the activity.	Nunan (2004: 53-54).
8	To evaluate the students' roles during the teaching and learning process.	Brown (2000:154-155)
9	To evaluate the teacher's role during the teaching and learning process.	Harmer (2001:58-62)
10	To evaluate the setting that is used during the teaching and learning process.	Nunan (2004: 174)
<b>Task 12</b>		
1	To evaluate the instruction in the materials.	Nunan (2004: 174)
2,3	To evaluate the goals of the materials.	Nunan (2004: 174)
4,5	To evaluate the input texts that used in the materials.	Nunan (2004: 178)
6,7	To evaluate the activity.	Nunan (2004: 53-54).
8	To evaluate the students' roles during the teaching and learning process.	Brown (2000:154-155)
9	To evaluate the teacher's role during the teaching and learning process.	Harmer (2001:58-62)
10	To evaluate the setting that is used during the teaching and learning process.	Nunan (2004: 174)

### ANGKET EVALUASI MATERI PEMBELAJARAN

**Nama :**

**Kelas :**

**Petunjuk pengisian :** Berilah tanda centang (✓) pada pilihan yang sesuai dengan pendapat adik-adik.

**Keterangan :**

**SS :** Sangat setuju      **S :** Setuju      **N:** Netral      **TS :** Tidak setuju      **STS :** Sangat tidak setuju

#### A. Pertanyaan untuk mengevaluasi setiap task di setiap unit.

##### Task 1

No	PERNYATAAN	SS	S	N	TS	STS
1	Saya dapat memahami instruksi di Task 1 dengan baik.					
2	Saya dapat menebak apa yang akan dipelajari di unit ini.					
3	Gambar yang ada di Task 1 jelas dan menarik.					
4	Materi yang dipelajari bermanfaat untuk saya.					
5	Materi yang dipelajari sesuai dengan program keahlian saya (Penjualan).					
6	Saya dapat menjawab pertanyaan secara lisan.					
7	Kegiatan di Task 1 menarik dan membantu saya dalam berkomunikasi dengan Bahasa Inggris.					
8	Guru memberikan pengarahan dengan jelas.					
9	Saya berperan aktif dalam mengerjakan Task 1.					
10	Saya senang mengerjakan Task 1 di dalam kelompok besar ( <i>whole class</i> ).					

Bila adik-adik tidak setuju atau mempunyai saran, tuliskan alasan atau saran tersebut di bawah ini:

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.....

##### Task 2

No	PERNYATAAN	SS	S	N	TS	STS
11	Saya dapat memahami instruksi di Task 2 dengan baik.					
12	Saya dapat memahami dialog yang ada dengan baik.					
13	Saya mulai mengenal ekspresi- ekspresi tertentu.					
14	Kosakata yang digunakan mudah dipahami.					
15	Situasi di dalam dialog sesuai dengan program keahlian saya.					
16	Saya dapat menjawab pertanyaan dengan benar.					

17	Saya dapat mengerjakan Task 2 sesuai dengan waktu yang diberikan guru.					
18	Kegiatan yang dilakukan menarik.					
19	Guru memberikan pengarahan dengan jelas.					
20	Saya bisa mengerjakan Task 2 sendiri.					

Bila adik-adik tidak setuju atau mempunyai saran, tuliskan alasan atau saran tersebut di bawah ini:

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### Task 3

No	PERNYATAAN	SS	S	N	TS	STS
21	Saya dapat memahami instruksi di Task 3 dengan baik.					
22	Saya bisa menyebutkan ekspresi yang digunakan untuk mendiskripsikan barang.					
23	Panjang dialog sesuai dan situasi dalam dialog sesuai dengan program keahlian saya.					
24	Saya dapat memahami isi dialog dengan baik.					
25	Gambar yang ada jelas dan membantu saya dalam mengerjakan Task 3.					
26	Saya dapat menemukan ekspresi tertentu yang ada di dalam dialog.					
27	Kegiatan di Task 3 menarik dan dapat membantu saya mengenali ekspresi tertentu.					
28	Saya berperan aktif dalam mengerjakan Task 3.					
29	Guru memberikan penjelasan dan pengarahan dengan jelas.					
30	Saya tidak merasa kesulitan untuk mengerjakan task ini sendiri.					

Bila adik-adik tidak setuju atau mempunyai saran, tuliskan alasan atau saran tersebut di bawah ini:

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### Task 4

No	PERNYATAAN	SS	S	N	TS	STS
31	Saya dapat memahami instruksi di Task 4 dengan baik.					
32	Saya dapat mengetahui ekspresi tertentu yang dipelajari dalam unit ini.					
33	Saya dapat menggunakan unsur-unsur untuk mendiskripsikan benda (Unit 1) dan <i>cardinal</i> dan <i>ordinal numbers</i> (Unit 2).					
34	Ekspresi-ekspresi yang ada jelas dan dapat dimengerti.					
35	Ekspresi-ekspresi di Task 4 membantu saya dalam mengerjakan task yang selanjutnya.					
36	Saya dapat mengucapkan dengan baik ekspresi tertentu yang digunakan di unit ini.					
37	Guru menjelaskan dan memberikan contoh bagaimana mengucapkan ekspresi-ekspresi yang ada dengan baik.					

38	Kegiatan di Task 4 menarik dan membantu saya untuk berbicara Bahasa Inggris.					
39	Saya berperan aktif dalam mengikuti kegiatan di Task 4.					
40	Saya tidak menemukan kesulitan bekerja bersama teman satu kelas.					

Bila adik-adik tidak setuju atau mempunyai saran, tuliskan alasan atau saran tersebut di bawah ini:

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#### Task 5

No	PERNYATAAN	SS	S	N	TS	STS
41	Saya dapat memahami instruksi di Task 5 dengan baik.					
42	Saya dapat mendiskripsikan benda di dalam gambar.					
43	Saya dapat menggunakan ekspresi tertentu dengan benar.					
44	Situasi di dalam dialog sesuai dengan program keahlian saya.					
45	Gambar di Task 5 jelas dan membantu saya dalam melengkapi dialog.					
46	Kegiatan di Task 5 menarik dan memotivasi saya untuk berkomunikasi Bahasa Inggris dengan lancar.					
47	Saya bisa mempraktikkan dialog di Task 5 dengan baik.					
48	Saya berperan aktif dalam mengerjakan Task 5.					
49	Guru membimbing dengan baik selama mengerjakan Task 5.					
50	Saya tidak merasa kesulitan bekerja berpasangan.					

Bila adik-adik tidak setuju atau mempunyai saran, tuliskan alasan atau saran tersebut di bawah ini:

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#### Task 6

No	PERNYATAAN	SS	S	N	TS	STS
51	Saya dapat memahami instruksi di Task 6 dengan baik.					
52	Saya banyak mendapatkan kosakata baru.					
53	Kosakata dalam task ini dapat membantu saya dalam mengerjakan task yang selanjutnya.					
54	Kosakata dalam task ini mudah dipahami dan mudah ditemukan di dalam kamus.					
55	Kosakata dalam task ini banyak digunakan di dalam program keahlian saya.					
56	Kegiatan di task ini menarik.					
57	Saya dapat mengucapkan kosakata di task ini dengan baik.					
58	Saya berperan aktif dalam mengerjakan task ini.					
59	Guru memberikan penjelasan dan membimbing saya dengan baik.					
60	Saya bisa bekerjasama dengan pasangan saya dengan baik dalam mengerjakan task ini.					

Bila adik-adik tidak setuju atau mempunyai saran, tuliskan alasan atau saran tersebut di bawah ini:

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#### Task 7

No	PERNYATAAN	SS	S	N	TS	STS
61	Saya dapat memahami instruksi di Task 7 dengan baik.					
62	Saya dapat berkomunikasi menggunakan <i>grammar</i> atau <i>tenses</i> tertentu.					
63	Saya dapat menyelesaikan soal di task ini dengan benar.					
64	Kegiatan di task ini membantu saya untuk memahami menggunakan <i>grammar</i> atau <i>tenses</i> tertentu.					
65	Dialog yang ada di task ini sesuai dengan situasi di program keahlian saya.					
66	Guru memberikan penjelasan dengan jelas.					
67	Saya dapat memahami penjelasan dari guru.					
68	Saya berperan aktif dalam mengerjakan Task 7.					
69	Saya dapat mengerjakan sesuai waktu yang diberikan guru.					
70	Saya dapat mengerjakan secara mandiri.					

Bila adik-adik tidak setuju atau mempunyai saran, tuliskan alasan atau saran tersebut di bawah ini:

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#### Task 8

No	PERNYATAAN	SS	S	N	TS	STS
71	Saya dapat memahami instruksi di Task 8 dengan baik.					
72	Saya dapat menggunakan ekspresi tertentu dengan benar.					
73	Saya dapat berkomunikasi dengan Bahasa Inggris dengan lancar.					
74	Dialog-dialog yang ada di Task 8 mudah dipahami dan sesuai dengan program keahlian saya.					
75	Gambar-gambar yang ada di Task 8 jelas dan menarik, serta dapat membantu saya untuk mengerjakan Task 8.					
76	Kegiatan di Task 8 menarik dan memotivasi saya untuk berkomunikasi dalam bahasa Inggris.					
77	Saya bisa melengkapi dan mempraktekan dialog dengan baik dan lancar.					
78	Saya berperan aktif dalam mengerjakan task ini.					
79	Guru berperan sebagai fasilitator.					
80	Saya dapat bekerjasama dengan pasangan saya dengan baik.					

Bila adik-adik tidak setuju atau mempunyai saran, tuliskan alasan atau saran tersebut di bawah ini:



**Task 9**

No	PERNYATAAN	SS	S	N	TS	STS
81	Saya dapat memahami instruksi di Task 9 dengan baik.					
82	Saya dapat mendiskripsikan benda secara spontan.					
83	Saya bisa memahami diskripsi yang disampaikan oleh teman saya.					
84	<i>Game</i> di Task 9 sesuai dengan topik unit ini.					
85	<i>Game</i> di Task 9 mudah dan menyenangkan.					
86	Kegiatan di Task 9 menarik.					
87	Kegiatan di Task 9 melatih saya untuk berkomunikasi dengan Bahasa Inggris.					
88	Saya berperan aktif dalam mengikuti kegiatan di Task 9.					
89	Guru memberikan pengarahan yang jelas.					
90	Saya senang bermain di dalam kelompok.					

Bila adik-adik tidak setuju atau mempunyai saran, tuliskan alasan atau saran tersebut di bawah ini:

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**Task 10**

No	PERNYATAAN	SS	S	N	TS	STS
91	Saya dapat memahami instruksi di Task 10 dengan baik.					
92	Saya dapat membuat dialog sesuai dengan situasi yang ada.					
93	Saya dapat menggunakan ekspresi tetentu dengan benar.					
94	Situasi yang ada di Task 10 mudah dipahami.					
95	Situasi yang ada di Task 10 sesuai dengan program keahlian saya.					
96	Kegiatan di Task 10 menarik dan melatih saya untuk berkomunikasi dalam Bahasa Inggris.					
97	Saya dapat mempraktikkan dialog yang saya buat dengan baik dan lancar.					
98	Saya tidak melakukan kesalahan dalam pengucapan ketika mempraktikkan dialog.					
99	Guru memberikan pengarahan dengan jelas.					
100	Saya dapat mengerjakan Task 10 dengan berpasangan.					

Bila adik-adik tidak setuju atau mempunyai saran, tuliskan alasan atau saran tersebut di bawah ini:

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**Task 11**

No	PERNYATAAN	SS	S	N	TS	STS
101	Saya dapat memahami instruksi di Task 11 dengan baik.					
102	Task 11 semakin mengenalkan saya dengan situasi yang mungkin akan saya jumpai di kemudian hari.					
103	Saya dapat menggunakan ekspresi tertentu dengan benar.					
104	Situasi yang ada di Task 11 sesuai dengan program keahlian saya.					
105	Gambar yang ada di Task 11 jelas dan dapat membantu saya untuk membuat dialog.					
106	Kegiatan di Task 11 menarik dan memotivasi saya untuk berkomunikasi dalam bahasa Inggris.					
107	Saya bisa membuat dialog dan mempraktekan dialog dengan baik dan lancar.					
108	Saya dapat berperan sebagai <i>customer/shoop assistant</i> dengan baik.					
109	Guru memberikan pengarahannya dengan jelas.					
110	Saya dapat bekerjasama dengan pasangan saya dengan baik.					

Bila adik-adik tidak setuju atau mempunyai saran, tuliskan alasan atau saran tersebut di bawah ini:

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**Task 12**

No	PERNYATAAN	SS	S	N	TS	STS
111	Saya dapat memahami instruksi di Task 12 dengan baik.					
112	Saya semakin mengenal situasi yang mungkin akan saya temui di kemudian hari.					
113	Saya dapat membuat dialog sesuai waktu yang diberikan guru.					
114	Situasi yang ada di Task 12 sesuai dengan program keahlian saya.					
115	Situasi yang ada di Task 12 mudah dipahami.					
116	Kegiatan di Task 12 menarik.					
117	Kegiatan di Task 12 memotivasi saya untuk berkomunikasi dalam Bahasa Inggris.					
118	Saya berperan aktif dalam menyelesaikan Task 12.					
119	Guru memberikan penjelasan dan pengarahannya dengan jelas.					
120	Saya dapat mengerjakan task ini dengan berpasangan.					

Bila adik-adik tidak setuju atau mempunyai saran, tuliskan alasan atau saran tersebut di bawah ini:

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# APPENDIX C

## RESULTS OF THE NEEDS ANALYSIS

### The Result of the Needs Analysis

The needs analysis was conducted on August 3, 2010. The total respondents were 34 students of XPJ1. After conducting needs analysis, the researcher categorised the data based on the students' needs of English. The result is presented on the table.

No	Questions	Responses
1.	What is the students' perception about English? a. It is very easy b. It is very difficult c. Others.....	The data from questionnaire presents that 5 students chose a, 17 students chose b, and 12 students chose c (they thought that English was not too difficult but also it was not easy lesson).
2.	Do the students like to learn English? a. Really like b. Like c. Dislike	Based on the result, 11 students chose a, 26 students chose b, and 2 students chose c.
3.	Why the students need English? a. To pass the examination b. To be able to interact with foreigners fluently c. To find job easily d. To find a company which has good cooperation with foreigners e. Others....	The questionnaire shows that 3 students chose b, 2 students chose c, and 2 students also chose d. One student chose combination of a, b. 5 students chose combination of a, c. Only one student chose combination of b, c, and combination of b, d. 6 students chose the combination of a, b, c. Two student chose the combination of a, b, d. The last, there were 11 students chose the combination a, b, c, d.
4.	What the students expect at the end of the lesson? a.They are able to master English vocabularies, especially the words related to marketing. b. They are able to master the grammar. c. They are able to understand the meaning of words and use them in appropriate sentences.	The data from questionnaire presents that 1 student chose a, 2 students chose c, 2 students chose d, 2 students chose f. Only one student chose the combination of c, f and a, b, f. 3 other students chose the combination of a, b, c. 4 students chose the combination of a, c, f, and one student chose the

No	Questions	Responses
	d. They are able to differentiate formal and non-formal expressions in monolog and dialogue. e. They are able to use formal and non formal expressions in oral monolog and dialogue. f. They are able to communicate using English in everyday life orally.	combination of a, d, f. 4 students chose the combination of a, b, c, f and only one student chose the combination of a, c, d, f, and the combination of a, b, c, d, f. 2 students chose the combination of a, b, c, d, f. The last 9 students chose the combination of a, b, c, d, e, f.
5.	In what level is the students' English proficiency now? a. Pre-elementary b. Elementary c. Intermediate d. Advance	The questionnaire shows that 2 students chose a, 22 students chose b, and 10 students chose c.
6.	What problems are faced by the students in learning English? a. Writing b. Reading c. Speaking d. Listening e. Vocabulary f. Grammar g. Pronunciation h. Others....	The students have various choices for this number. 7 students chose c, 6 students chose e, 4 students chose d, and the same number of students chose g. 4 students chose the combination of a, b, c, e. 3 students chose the combination of c, d, e. 3 students chose the combination of a, c, d, f. 4 students chose the combination of c, e, g.
7.	What make the students have difficulties in learning speaking? a. They are shy and afraid to make mistakes b. They do not know the appropriate expression to be said and lack of English vocabularies c. They have difficulties in using the right grammar d. They do not know how to pronounce English words in the right way e. Others....	The questionnaire shows that 2 students chose a, and 2 students also chose b. 8 students chose c, and only one student chose d. One student chose the combination of a, d; and the combination of b, c were chose by 5 students. 2 students chose the combination of c, d. 2 students chose the combination of a, c, d. The combination of b, c, d were chosen by 8 and 3 students chose the combination of a, b, c, d.
8.	What kind of English techniques that the students like? a. Lecturing	Based on the result, 4 students chose a, 1 other students chose b, and there were only one student

No	Questions	Responses
	b. Discussing c. Role play d. Games e. Others....	chose c. 6 students chose d, and 2 other students chose e, they wanted an enjoy and a relax teaching learning process. 2 students chose the combination of a, b. One student chose the combination of a, c. 2 students chose the combination of a, d. 6 students chose the combination of b, d. 4 students chose the combination of c, d. 2 students chose the combination of d, e. Only one student chose the combination of b, c, d; c, d, e; and a, b, d (one student for each combination).
9.	What kind of teaching media do the students like in teaching English? a. Pictures b. English magazines and newspapers c. Appropriate visual aids related to the topic d. Others....	The questionnaire shows that 4 students chose a, 4 students chose b and 7 other students chose c. 4 students chose the combination of a, b. 7 students chose the combination of a, c, and only one student chose the combination of b, c. 7 students chose the combination of a, b, c.
10.	What kind of materials that will promote the students carrier in the future work place? a. The English vocabularies or terms related to marketing b. The way to make business letters (memo and business invitation) c. The way to interact or communicate with others using English d. Others....	Based on the result, 2 students chose a. 6 students chose c, and 14 students chose the combination of a, b, c. 11 students chose the combination of a, c. There were only one student chose the combination of a, b.
11.	What kind of Speaking materials that students like? a. The examples of short dialogue and monolog. b. The examples of short monolog then the students practice in front of the class c. At first, the teacher explains the meaning of words that are related to the text.	The questionnaire shows that, 4 students chose a, and 4 students chose d. 5 students chose c. Only one student chose b. Some students (two students for each combination) decided to choose the combination of a, d; c, d; a, c; a, c, d; and c, e. Then the other students chose the

No	Questions	Responses
	d. At first, the teacher explains the sentences structure related to the text. e. The input texts provide pictures that are related to the text. f. Others....	combination of b, c, d, e; b, d; a, b, d, e; b, c, d; b, c; a, d, e; and a, d, e. Each combination was chosen by one student.
12.	What is the students/learners role in the class? a. Doing the assignments by themselves b. Discussing and doing the assignments in a pairs c. Discussing in a group d. Others....	Based on the result, 3 students chose a, 8 students chose b, and 10 students chose c. One student chose the combination of a, c; and a, b (one student for each combination). 9 students chose the combination of b, c. 2 students chose the combination of a, b, c.
13.	What is the teacher role in the class? a. Discussing the answers of the assignments directly b. Giving example before the teacher asks the students to do assignments c. Giving the students answer directly if the students have difficulties d. Going around in the class to watch the students e. Going around in the class and giving the students comments related to the assignment f. Others....	The questionnaire shows that one student chose a, 5 students chose b, one student chose c, and two students chose e. 2 students chose the combination of a, b, e; b, c, d; b, d, e (two students for each combination). One student chose the combination of a, b, c, d; a, e; a, b, c, d, e (one student for each combination).
14.	Who will often interact with the students in the future? a. Customers from abroad b. Business partners c. Others....	Based on the result, 13 students chose a, 4 students chose b, and 17 students chose the combination of a, b.
15.	What form of language that will be used by the students in the future? a. Oral (to communicate with customers) b. Written (to read and write the business documents) c. Others....	The questionnaire shows that 18 students chose a, 7 students chose b, and 8 other students chose the combination of a, b. One student had no choice.

Based on the table, it can be concluded that the students think English is difficult lesson for them, however they still like English. The students' proficiency

levels were in elementary and intermediate level only two of them felt their English proficiency in beginner level. Their goals in learning English were to find job easily, to pass the final examination, and to be able to interact with foreigners. They wanted at the end of the lesson they would be able to master vocabularies related to the marketing field, be able to communicate both in oral and written forms, and be able to understand and use the English words and expressions appropriately. In learning English the students faced some problems such as pronunciation, listening, speaking and they lack of vocabulary. Their problems in learning speaking were they could not use English structure correctly and they are lack of vocabulary.

Related to the teaching technique the students chose to use games, lecturing, and discussing in teaching and learning activities. They expected that the teacher used the appropriate media and pictures to help them in understanding the materials. They expected the materials made them able to interact with people. They also expected that the teacher would introduce new vocabularies and sentence structure that are related to the text.

The students preferred discussing and work in group or in pairs when they did assignments in the class. While the students did the assignment, the teacher walked around the class and gave comment or suggestion to the students' assignment. In the future, the students will often communicate with customers from Indonesia and abroad, and they would also use English to communicate with their business partners in oral and written forms.



### The Result of Needs Analysis the students of XPJ2

After conducting needs analysis on 3 August 2010, the researcher categorised based on the students' needs of English. The respondents were 31 students. The result is presented on the table.

No	Questions	Responses
1.	What is the students' perception about English? a. It is very easy b. It is very difficult c. Others.....	The data from questionnaire show that 3 students chose a, 15 students chose b, and 13 students chose c (they thought that English was not too difficult).
2.	Do the students like to learn English? a. Really like b. Like c. Dislike	Based on the result, 3 students chose a, 22 students chose b, and 6 students chose c.
3.	Why the students need English? a. To pass the examination b. To be able to interact with foreigners fluently c. To find job easily d. To find a company which has good cooperation with foreigners e. Others....	The questionnaire shows that 3 students chose a, 3 students chose b, 7 students chose c, only one student chose d, one student chose the combination of a, b, c. One student chose the combination of a, c, d. One student chose the combination of b, c, d. 7 students chose the combination of a, c. 5 students chose combination of a, b. And, 2 students chose the combination of a, b, c, d.
4.	What do the students expect at the end of the lesson? a. They are able to master English vocabularies, especially the words related to marketing. b. They are able to master grammar c. They are able to understand the meaning of words and use them in appropriate sentences They are able to differentiate to differentiate formal and non-formal expressions in monolog and dialogue.	Based on the result, 4 students chose a, 3 students chose c, 2 students chose d, 2 students chose the combination of c, f. 2 students chose the combination of a, c and 2 other students chose the combination of c, e, f. 4 students chose the combination of a, c, f, and 6 students chose the combination of a, f. The combination of a, c, e, f; a, e; a, c, d, f; a, b, c, d; a, b, f; and a, b, d, e, f, were chosen by different students. Each student chose different combination.

No	Questions	Responses
	d. They are able to use formal and non formal expressions in oral monolog and dialogue e. They are able to communicate using English in everyday life orally.	
5.	In what level is the students' English proficiency now? a. Pre-elementary b. Elementary c. Intermediate d. Advance	The questionnaire shows that 2 students chose a, 22 students chose b, and 7 students chose c.
6.	What problems are faced by the students in learning English? a. Writing b. Reading c. Speaking d. Listening e. Vocabulary f. Grammar g. Pronunciation h. Others....	The students have various choices for this number. 7 students chose c, 6 students chose e, 4 students chose d and the same number of students chose g. 2 students chose the combination of a, b, c, e. 2 students chose the combination of c, d, e. 3 students chose the combination of a, c, d, f. The last 3 students chose the combination of c, e, g.
7.	What make the students have difficulties in learning speaking? a. They are shy and afraid to make mistakes b. They do not know the appropriate expression to be said and lack of English vocabularies c. They have difficulties in using the right grammar d. They do not know how to pronounce English words in the right way e. Others....	The questionnaire shows that 2 students chose a, 3 students chose b, 8 students chose c, and 3 students chose d. the combination of a, b; and b, d were chose by two students for each combination. 4 students chose the combination of b, c. 3 students chose the combination of b, c, d. The combination of a, c; c, d; a, b, c, d; a, b, c, d, e were chosen by one student for each combination.
8.	What kind of English techniques that the students like? a. Lecturing b. Discussing c. Role play d. Games e. Others....	Based on the result, 3 students chose a, 3 others students also chose the combination of c, d. 4 students chose b, and 4 others students chose the combination of a, b. 5 students chose the combination of a, d. 10 students chose d. Only one student chose c and the combination of b, d.

No	Questions	Responses
9.	<p>What kind of teaching media do the students like in teaching English?</p> <p>a. Pictures</p> <p>b. English magazines and newspapers</p> <p>c. Appropriate visual aids related to the topic</p> <p>d. Others....</p>	<p>The questionnaire shows that 5 students chose a, 2 students chose b and 2 others students chose the combination of a, b. 14 students chose c. 3 students chose the combination of a, c. Only one student chose the combination of b, c and c, d. While 2 students suggested to use slide show and video.</p>
10.	<p>What kind of materials that will promote the students carrier in the future work place?</p> <p>a. The English vocabularies or terms related to marketing</p> <p>b. The way to make business letters (memo and business invitation)</p> <p>c. The way to interact or communicate with others using English</p> <p>d. Others....</p>	<p>Based on the result, 2 students chose a, 10 students chose c, 9 students chose the combination of a, c and 7 students chose the combination of a, b, c. While only one student chose b and the combination of a, b and a, b, c, d.</p>
11.	<p>What kind of Speaking materials that students like?</p> <p>a. The examples of short dialogue and monolog.</p> <p>b. The examples of short monolog and dialogue then the students practice in front of the class.</p> <p>c. At first, the teacher explains the meaning of words that are related to the text.</p> <p>d. The input texts provide pictures that are related to the texts.</p> <p>e. Others....</p>	<p>The questionnaire showed that, 4 students who chose a and 4 others students chose d. 5 students chose c. Only one student chose b. Some students (two students for each combination) decided to choose the combination of a, d; c, d; a, c; a, c, d; and c, e. Then the others students chose the combination of b, c, d, e; b, d; a, b, d, e; b, c, d; b, c; a, d, e; and a, d, e. Each combination was chosen by one student.</p>
12.	<p>What is the students/learners role in the class?</p> <p>a. Doing the assignments by themselves</p> <p>b. Discussing and doing the assignments in a pairs</p> <p>c. Discussing in a group</p> <p>d. Others....</p>	<p>Based on the result, 6 students chose b, 9 students chose c, 10 students chose the combination of b, c. 3 students chose the combination of a, c and 3 others students chose combination of a, b. Only one students chose a.</p>

No	Questions	Responses
13.	What is the teacher role in the class? a. Discussing the answers of the assignments directly b. Giving example before the teacher asks the students to do assignments c. Giving the students answer directly if the students have difficulties d. Going around in the class to watch the students e. Going around in the class and giving the students comments related to the assignment f. Others....	The questionnaire showed that, 12 students chose b, 3 students chose the combination of b, e. 2 students chose the combination of a, e; and b, c. 4 students chose e. 8 students have different option, and each of them chose different combination, i.e. d, e; a, c; b, d; b, c; a, b, e; a, b, c; b, d, e; b, c, e; and a, b, d, e.
14.	Who will often interact with the students in the future? a. Customers from abroad b. Business partners c. Others....	Based on the result, 15 students chose a, 7 students chose b, and 8 students chose the combination of a, b.
15.	What form of language that will be used by the students in the future? a. Oral (to communicate with customers) b. Written (to read and write the business documents) c. Others....	The questionnaire shows that 15 students chose a, 8 students chose b, and 8 others chose the combination of a, b.

Based on the table, it can be concluded that the students think English is difficult lesson for them, however they still like English. The students' proficiency levels were in elementary and intermediate level. Their goals in learning English were to find job easily, to pass the final examination, and to be able to interact with foreigners. They wanted at the end of the lesson they would be able to master vocabularies related to the marketing field, be able to communicate both in oral and written forms, and be able to understand and use the English words and expressions appropriately. In learning English the students faced some problems such as

pronunciation, listening, speaking and they lack of vocabulary. Their problems in learning speaking were they could not use English structure correctly and they are lack of vocabulary.

Related to the teaching technique the students chose to use games, lecturing, and discussing in teaching and learning activities. They expected that teacher used the appropriate media and pictures to help them in understanding the materials. They expected the materials made them able to interact with people. They also expected that the teacher would introduce new vocabularies and sentence structure that are related to the text.

The students preferred discussing and work in group or in pairs when they did assignments in the class. While the students did the assignment, the teacher walked around the class and gave comment or suggestion to the students' assignment. In the future, the students will often communicate with customers from Indonesia and abroad, and they would also use English to communicate with their business partners in oral and written forms.

**APPENDIX D**  
**COURSE GRID**  
**AND**  
**MATERIALS**

**FIRST DRAFT**

## COURSE GRID THE FIRST DRFT

**Name of School** : SMK N 1 Yogyakarta  
**Subject** : English  
**Standard of competence** : The students are able to communicate in English equal with novice level.

Basic Competences	Indicators	Topics	Language Functions	Key Grammar	Key Vocabulary	Input Text	Media	Tasks
<b>Unit 1</b>  1.3 Describing things and people.	<ul style="list-style-type: none"> <li>- The students are able to mention the shape, colour, origin, material/ substance, measurement, and size of things.</li> <li>- The students are able to use the expressions to describe things.</li> <li>- The students are able to speak using simple present</li> </ul>	Describing Things  <b>Title:</b> What Does the Dress Look Like?	<ul style="list-style-type: none"> <li>• Expression how to describe things e.g.:               <ul style="list-style-type: none"> <li>- What does it look like?</li> <li>- How large is it?</li> <li>- What color is it?</li> </ul> </li> </ul>	The Simple Present Tense  <div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>S + V + s/es</b> </div>	<ul style="list-style-type: none"> <li>- Adjectives e.g.: huge, small, reddish, yellowish, etc.</li> <li>- Nouns e.g.: fabric, paper, leather, cotton, iron, etc.</li> <li>- Name of things that will be described. e.g. Shoes, watch, sandal.</li> </ul>	<ul style="list-style-type: none"> <li>- Dialogue</li> <li>- catalogue</li> <li>- pictures</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures</li> <li>- The real things that can be brought in the classroom.</li> </ul>	<b>A. Warming up</b> <ul style="list-style-type: none"> <li>- Giving the students questions based on their previous knowledge</li> <li>- Giving the students a situational picture.</li> </ul> <b>B. Main Activities</b> <b>1. Presentation</b> <ul style="list-style-type: none"> <li>- Giving a dialogue and asking the students to answer the questions based on the</li> </ul>



	<p>tense.</p> <ul style="list-style-type: none"> <li>- The students are able to response the expressions of describing things.</li> </ul>							<p>dialogue.</p> <ul style="list-style-type: none"> <li>- Finding the expressions that can be used to describe things from the dialogue provided.</li> <li>- Giving the example of expressions that can be used to describe things.</li> <li>- Giving some adjectives that are commonly used to describe things.</li> </ul> <p><b>2. Practice</b></p> <ul style="list-style-type: none"> <li>- Completing the dialogue using appropriate expressions.</li> </ul>
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							<ul style="list-style-type: none"><li>- Finding the meaning of vocabularies that will be faced by the students in the next task.</li><li>- Giving explanation about the Simple Present Tense</li><li>- Completing the dialogues based on the pictures then asking the students to practice the dialogues.</li><li>- Game corner</li></ul> <p><b>3. Production</b></p> <ul style="list-style-type: none"><li>- Asking the students to make a dialogue by choosing one of the situations provided and</li></ul>
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								practice the dialogue.  <b>C. Closing Activities</b> <ul style="list-style-type: none"> <li>- Giving homework</li> <li>- Giving Evaluation task</li> <li>- Reflection</li> </ul>
<b>Unit 2</b>  1.2Mentioning time, days, months, and years.	<ul style="list-style-type: none"> <li>- The students are able to mention cardinal numbers.</li> <li>- The students are able to mention ordinal numbers.</li> <li>- The students are able to use WH questions correctly.</li> <li>- The students are able to respond the</li> </ul>	Asking for Information.  <b>Title:</b> How Much is It?		- WH questions  <div> <b>WH quest + to be + S + O</b> </div>	- Activities in the market e.g.: shopping	- Dialogue	- Pictures	<b>A. Warming up</b> <ul style="list-style-type: none"> <li>- Giving the students questions based on their previous knowledge</li> <li>- Giving a situational picture that is related to the topic.</li> </ul> <b>B. Main Activities</b> <b>1. Presentation</b> <ul style="list-style-type: none"> <li>- Answering the questions by stating</li> </ul>

	expressions of asking for information.							<p>whether the statements are true or false.</p> <ul style="list-style-type: none"><li>- Giving the example of expressions of asking for information.</li><li>- Giving the example of cardinal and ordinal numbers.</li></ul> <p><b>2. Practice</b></p> <ul style="list-style-type: none"><li>- Finding the meaning of the words in the table.</li><li>- Finding the expressions of asking for information from the dialogue.</li><li>- Explaining how to use Wh-questions.</li></ul>
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								<ul style="list-style-type: none"><li>- Completing the dialogue by choosing the appropriate expressions in the box. Then, practicing the dialogue with a partner.</li><li>- Completing the dialogue using appropriate expressions. Then, practicing the dialogue in front of the class with a partner.</li><li>- Game corner.</li></ul> <p><b>3. Production</b></p> <ul style="list-style-type: none"><li>- Asking the students to make a dialogue based on the situation</li></ul>
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								<p>provided then practice it with a partner.</p> <p><b>C. Closing Activities</b></p> <ul style="list-style-type: none"> <li>- Giving homework</li> <li>- Giving evaluation task.</li> <li>- Reflection</li> </ul>
<p><b>Unit 3</b></p> <p>1.4 The students are able to produce simple speech acts for the basic function.</p>	<ul style="list-style-type: none"> <li>- The students are able to request something and give the responses politely.</li> <li>- The students are able to use Modal Auxiliary correctly.</li> </ul>	<p>Requesting</p> <p><b>Title:</b> Could you....., please?</p>	<p>Expression of request e.g.:</p> <ul style="list-style-type: none"> <li>- Could you....., please?</li> <li>- Would you mind.....?</li> <li>Could I ask you to.....?</li> </ul>	<p>Modals auxiliaries (can, could, may, might, must, should, will, and would)</p> <p><b>Modal Aux + S + base form of the verb</b></p>	<ul style="list-style-type: none"> <li>- Vocabularies that are used in marketing.</li> </ul>	<ul style="list-style-type: none"> <li>- Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures</li> </ul>	<p><b>A. Warming up</b></p> <ul style="list-style-type: none"> <li>- Giving the students questions based on their previous knowledge</li> <li>- Giving a situational picture that is related to the topic.</li> </ul> <p><b>B. Main Activities</b></p> <p><b>1. Presentation</b></p> <ul style="list-style-type: none"> <li>- Answering the questions</li> </ul>

								<p>based on the dialogue.</p> <ul style="list-style-type: none"><li>- Finding the expressions of request from the dialogue.</li><li>- Giving the examples of expressions of request.</li></ul> <p><b>2. Practice</b></p> <ul style="list-style-type: none"><li>- In pairs, completing the dialogues. Then, practicing the dialogues.</li><li>- Explaining how to use modals.</li><li>- Stating the sentences whether they are wrong or right.</li><li>- In pairs, making a simple</li></ul>
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								<p>dialogue using expressions of request based on the situations provided. Then, practicing the dialogue.</p> <p>- Game corner.</p> <p><b>3. Production</b></p> <p>- In pairs, making the dialogue based on the picture provided.</p> <p><b>C. Closing Activities</b></p> <p>- Giving homework</p> <p>- Giving evaluation task.</p> <p>- Reflection</p>
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## UNIT 1

### WHAT DOES THE DRESS LOOK LIKE?



Picture 1.1  
<http://madina.files.wordpress.com>



Picture 1.2  
<http://www.ayarashop.com>

After graduating from Vocational High School, you may work in a shop or a supermarket. There, you will find so many kinds of things sold. Sometimes your customers ask what kind of things that are sold and they also want to know new products from your shop. As a good shop assistant, you should be able to explain and describe the things that are sold.

Do you know how to describe things to your customers? Do you know what features must be described? Do you know some words that can help you to describe things? Find out the answers in this unit.

## A. Warming Up

### Task 1

Do you know what picture it is? Where are the people? What are they doing? Can you mention one of the things sold there?



Picture 1.3  
<http://www.ayarashop.com>

## B. Main Activity

### Task 2

Read the dialogue below. Then, answer the questions that follow.

- Mr. Kusumo : Have you ever heard Young Han 8 model?
- Mr. Wahyudi : Yes, it's a kind of ancient clock. It was made in 1970s.
- Mr. Kusumo : I am very anxious to know that clock. What can you tell me about that clock?
- Mr. Wahyudi : It's usually big, about an average person's height, and maybe 20 to 24 inches wide.
- Mr. Kusumo : Ehm....continue please.
- Mr. Wahyudi : The clock face is at the top, usually a round face, and many have Roman Numerals.
- Mr. Kusumo : Go on.
- Mr. Wahyudi : Below the face is a pendulum which hangs from a chain, or something similar, which swings back and forth as the clock ticks.
- Mr. Kusumo : I see, that clock is so high, isn't it?
- Mr. Wahyudi : That's right.
- Mr. Kusumo : Thank you for the explanation.
- Mr. Wahyudi : It's my pleasure.

(Modified from: [www.randaldavis.com](http://www.randaldavis.com))

1. What is Mr. Kusumo looking for?
2. When was the clock made?
3. How tall is the clock?
4. What is the width of the clock?
5. How does Mr. Wahyudi describe the clock face?

### Task 3

Read the dialogue. Then, find out the expressions of describing thing and the response. After that, rewrite them in the table provided.

- Customer : Excuse me sir, do you know about a new model of dress to work?
- Shop assistant : Yes, the newest model was designed by Aji Noto Negara.
- Customer : What does it look like?
- Shop assistant : It's a nice and suitable dress to work. I'll show you. (The shop assistant shows the dress)
- Customer : Wow.... It's really nice (while looking at the dress), what's it made of?
- Shop assistant : It's made of haitwis.
- Customer : How much is it?
- Shop assistant : It's Rp. 150,000.00.
- Customer : Do you have other colours?
- Shop assistant : Yes, we have two colours for this model; black, and brown.
- Customer : OK, I'll take the black one.
- Shop assistant : Thank you



Picture 1.4  
www.busanakerjaku.com

Expressions	Responses
1. What does it look like?	It's a nice and suitable dress to work
2. ....	.....
3. ....	.....
4. ....	.....

#### Task 4

Study the expressions and the responses that are commonly used to describe things. Then, study the features that can help you to describe things.

Expressions	Responses
What does it look like?	It's large and has many rooms
How large is it?	It's 1 hectare
How much does it weigh?	It weighs 75 pounds.
What colour is it?	It's bright yellow, brighter than a banana.
What is it made of?	It's made of plastic and aluminum.
What is it?	It's a garlic press.
What does it do?	It puts a sharp point on wooden pencils.
What is the purpose of a refrigerator?	The purpose of a refrigerator is to keep food cold so it does not spoil.
What do you use a (... cheese grater) for?	A cheese grater is used to make small strips of cheese from a larger block.
How does a (... water heater) work?	Water is collected in a large tank and heated by either gas or electricity.

In describing things you usually mention some features to help you to describe things, such as:

<b>Material/ substance:</b>	- steel - fabric - Silver - iron	- paper - wood	- satin - leather		
<b>Shape:</b>	- circle - rectangular	- cube - cylinder	- square - triangle		
<b>Size:</b>	- big - small - long - wide	- thin - thick	- short - high/tall	- little - medium	-huge - etc
<b>Colour:</b>	- yellowish - purple	- reddish	- light blue	- grey	
<b>Weight:</b>	- pound (lb) - ounce (oz)	- ton - kilogram			
<b>Measurement:</b>	- centimetres	- metres	- inch - yard - foot/feet		

### Task 5

Complete the following dialogue using appropriate expressions. Number 1 has been done for you.

**Situation** : A customer is looking for sports shoes. He calls the sports shop to get the information about the shoes.

Shop assistant : Good morning sir, may I help you?

Customer : Mmm.... I need foot ball shoes.

Shop assistant : We have a new design from Adidas.

Customer : (1) *What does it look like?*



Picture 1.5

<http://shopping.bayumukti.com>

Shop assistant : It's slim and it has six eyelets and its shoestring is also white.

Customer : (2) \_\_\_\_\_

Shop assistant : The color is white with black lines on the sides.

Customer : (3) \_\_\_\_\_

Shop assistant : It's made of leather.

Customer : (4) \_\_\_\_\_

Shop assistant : It's Rp. 230,000.00

Customer : Ok, thank you for the information.

### Task 6

Find out the meaning of these words in your dictionary. The words will help you to do the next tasks.

Words	Meaning
1. customer ['kʌstəmə] (n)	.....
2. necklace ['nekləs] (n)	.....
3. jewelry ['dʒu:ələri] (n)	.....

(Continued)

(continued)

Words	Meaning
4. reference [ˈrefrəns] (n)	.....
5. pearl [pɜ:l] (n)	.....
6. bead [bi:d] (n)	.....
7. clasp [klɑ:sp] (n)	.....
8. baroque [bəˈrɒk] (adj)	.....
9. seed [si:d] (n)	.....
10. accessory [əkˈsesəri] (n)	.....
11. catalogue [ˈkætəlɒg] (n)	.....
12. ribbon [ˈrɪbn](n)	.....
13. vinyl [ˈvaɪnl] (n)	.....

### Task 7

**Grammar Focus. Study the explanation below**

When you describe a thing to someone, you use the simple present tense. The formula of the simple present tense is:

**S+V<sub>1</sub>s/es**

**S:** subject

**V:** verb

**For example:**

- It looks like a ball.
- The old clock attains the age of 70s years.



### Task 8

In pairs, complete the dialogues. The picture in each situation will help you to complete the dialogue. After that, practice one of the dialogues in front of the class with your partner.

1. Situation: A customer is looking for a necklace. She asks the shop assistant about it.



- Rp. 746,900.00
- white baroque pearls, seed pearls, 4mm gold beads, filigree clasp
- USA

Picture 1.6  
<http://www.scribd.com>

- Shop assistant : Welcome to our Jewelry Shop. Could I help you?
- Customer : I'm looking for a necklace. Do you have any references?
- Shop assistant : We have a new necklace design. This is the design.  
(The shop assistant shows the necklace to the customer).
- Customer : Wow! It's very beautiful. (1) \_\_\_\_\_
- Shop assistant : Yes, it's made of (2) \_\_\_\_\_
- Customer : (3) \_\_\_\_\_?
- Shop assistant : Actually it's expensive enough about (4) \_\_\_\_\_
- Customer : (5) \_\_\_\_\_?
- Shop assistant : It's made in (6) \_\_\_\_\_
- Customer : OK. I'll take it.



**2. Situation : The customer will buy a small bag. She orders the bag by phone.**



- Sepia
- Rectangular
- Vinyl
- Rp. 17,500.00/pcs
- Cream ribbon

Picture 1.7  
<http://fairosaksesoris.itrademarket.com>

Owner : Hello....good afternoon, Fairos Accessories, may I help you?

Customer : This is Tia. I have read your catalogue and I'd like to order a bag with Tas 80 code.

Owner : Ok.... Ms. Tia, wait for a minute, please...(a few minutes later) I'm sorry, a bag with that code was sold. You can use a small beautiful bag with Tas 89 code.

Customer : Could you describe that bag? I don't bring the catalogue.

Owner : Of course, it is made of

Customer : I think I'll take it.

Owner : Could you mention your address?

Customer : My address is at Jl. Kaliurang Km 22, Yogyakarta.

Owner : Ok...I will send the bag after you transfer the money to Fairos Accessories' bank account.

Customer : Thank you.

### Task 9

#### Game Corner

##### The rules of the game

1. Your teacher will give you two cards (blue and red). The red card will be given to the students in the front right corner while the blue one will be given to the students in the front left corner.
2. Both students will give each card to the students next to them. You cannot stop to give the cards to your friends next to you until your teacher says "stop".
3. After your teacher says "stop", you look at your friends who have the cards.
4. Then the student who has a red card should describe a thing in her/his mind, while the student who has a blue card should answer what thing that her/his friend describes.
5. This game will be ended if your teacher stops the game.

### Task 10

**Choose one of the situations below. Then, have a short conversation with your partner in front of the class.**

1. Suppose that you are a shop assistant. Your customer wants a newest design from your product. How do you describe your newest product to your customer?  
(First, think of what kind of things that you will describe).
2. Mr. Pamungkas works in Batik boutique. He has a customer from Australia who wants to buy some Batik clothes. How does Mr. Pamungkas describe his Batik clothes to his customer?  
(You can mention what kind of Batik motifs are, the function, the colour, the size etc).

## C. Homework

### Task 11

The following some pictures showing situations in the market or shop. In pairs, choose one of them, and then make a dialogue based on the picture. Don't forget to give some descriptions about the thing that she/ he would like to buy.

1



Picture 1.8

<http://teknologi.vivanews.com>

2



Picture 1.9

<http://dicahideto.files.wordpress.com>

3



Picture 1.10

<http://stephenlangitan.com>

4



Picture 1.11

<http://dalalmuslimin.blogspot.com>

## D. Evaluation

### Task 12

In pairs, suppose that you are a shop assistant and your friend is a customer. Your customer wants to buy a Rubik for her children. Actually, she does not know Rubik. How do you describe Rubik to your customer? Please, make a dialogue to describe it.

## E. Your Reflection

How much do you learn from this unit? Put a tick (✓) on the right column based on how much you have learnt from this unit.

Aspects	Very much	Much	Little
1. Expressions of describing things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Adjectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Technical terms of marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Simple Present Tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Working in pairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## F. Summary

In this unit you learnt:

### a. EXPRESSIONS

Expressions	Responses
What does it look like?	It's large and has many rooms
How large is it?	It's 1 hectare
How much does it weigh?	It weighs 75 pounds.
What color is it?	It's bright yellow, brighter than a banana.
What is it made of?	It's made of plastic and aluminum.
What is it?	It's a garlic press.
What does it do?	It puts a sharp point on wooden pencils.
What is the purpose of a refrigerator?	The purpose of a refrigerator is to keep food cold so it does not spoil.
What do you use a (... cheese grater) for?	A cheese grater is used to make small strips of cheese from a larger block.
How does a (... water heater) work?	Water is collected in a large tank and heated by either gas or electricity.

### b. Simple Present Tense

When you describe a thing to someone, you use the simple present tense. The formula of the simple present tense is:

**S+V<sub>1</sub>s/es**

**S:** subject

**V:** verb

**For example:**

- It looks like a ball.
- The old clock attains the age of 70s years.

## G. Technical terms of marketing

- market price : a price which is likely to be paid for something
- stock : supply of something kept to use when needed
- trade in : a method of buying something new by giving something you own as part of the payment for it
- compete : to try to be more successful than someone or something else
- current brand: popular brand
- price tag : a piece of paper with a price on which is fixed to a product, or the amount that something costs
- broker : a person who buys and sells foreign money, shares in companies, etc., for other people
- auction : sale to the person who makes the highest bid in public
- commission : to formally choose someone to do a special piece of work



## HOW MUCH IS IT?



Picture 2.1  
<http://i238.photobucket.com>



Picture 2.2  
<http://eiger-nordwand.indonetwork.co.id/>

When you work in a supermarket or shop, you will find your customers asking for information about the things that you sell. For example: asking the price, asking the name, asking the advantages of the product, and the other information. Sometimes, you (as a shopkeeper) also need to ask information what your customers is looking for. Could you use the appropriate expressions? Could you give them complete information to answer their questions? You can find the answers in this unit.

## A. Warming Up

### Task 1

What picture is it? Where are they? What are they doing?



Picture 2.3  
<http://imglanding?q=gambar.com>



## B. Main Activity

### Task 2

Read the dialogue below. Then, state the statements whether they are true or false. Number 1 has been done for you.

**Situation** : Someone in an computer store. He wants to buy a printer.

Shop assistant : What can I do for you, sir?

Customer : I'm looking for a multifunction printer.

Shop assistant : We have Canon series MP469, MP276, and MP198. Which one do you want?

Customer : I need a printer to print photos, do you think which one is appropriate for me?

Shop assistant : The MP469 is better. It has a good resolution up to 9600 x 2400 colour dpi. It has new 5 colours ink system. It also produces vivid colors and bold.

Customer : How fast is this printer in printing a photo?

Shop assistant : A photo lab-quality 4 x 6 cm borderless print takes only about 41 seconds.

Customer : How much is it?

Shop assistant : It's only Rp. 999,900.00

Customer : Can I get discount?

Shop assistant : I'm sorry, it's a fixed price.

Customer : All right, I'll take it.

No	Statments	T/F
1.	The customer is looking for a compact photo printer.	T
2.	The store has Canon series MP four six nine, MP two seven nine, and MP one nine eight.	
3.	The printer has fifty colours ink system.	
4.	The resolution is up to nine thousand six hundred multiple two thousand four hundred colour dpi.	
5.	The price is nine hundred thousand ninety nine rupiah.	
6.	The printer only takes forty one seconds when print a photo four multiple six.	
7.	The customer chose Canon MP four six nine.	

### Task 3

**Language Function. Study the expressions and try to pronounce the cardinal and ordinal numbers correctly.**

#### 1. Expressions of asking for information

Some expressions below can be used to ask information to someone.

Asking for information	Responses
<b>Formal</b>	
• Could you tell me?	Sure, ...
• Could you help me?	Of course, ...
<b>Informal</b>	
• I'd like to know, (please) ....	Yes, ...
• How much is it?	It's ...
• What is special/ unique about this?	This is our newest product.
• What can you tell me about (this product)?	It is equipped with compass.
• What are you looking for?	I'm looking for ...
• What is your phone number?	0856224...
• Where do you live?	At Jl. Kaliurang km. 10

## 2. Numbers

### Cardinal Numbers:

- to count                      - to show phone number
- to show price               - to show time

0	1	2	3	4	5	6	7	8	9	10
zero	one	two	three	four	five	six	seven	eight	nine	ten
11		12		13		14		15		16
eleven		twelve		thirteen		fourteen		fifteen		sixteen
18		19		20		21		30		40
eighteen		nineteen		twenty		twenty-one		thirty		forty
100		1,000		10,000		100,000		1,000,000		
one hundred		one thousand		ten thousand		one hundred thousand		one million		

### Ordinal Numbers:

- to show date                      - to show ranks/ position

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
first	second	third	fourth	fifth	sixth	seventh	eighth	ninth
10th	11th	12th	13th	14th	15th	16th		
tenth	eleventh	twelfth	thirteenth	fourteenth	fifteenth	sixteenth		
18 <sup>th</sup>	19 <sup>th</sup>	20 <sup>th</sup>	21 <sup>th</sup>	32 <sup>nd</sup>	43 <sup>rd</sup>			
eighteenth	nineteenth	twentieth	twenty-first	thirty-second	forty-third			
100 <sup>th</sup>		1000 <sup>th</sup>		1000000 <sup>th</sup>				
one hundredth		one thousandth		one millionth				

**Task 4**

Match each word in box A with its meaning in box B.

A	B
1. shopkeeper ['ʃɒpkɪ:pə] (n)	a. alat tulis –menulis
2. cashier [kə'si:ə] (n)	b. gudang
3. wrap [ræp] (v)	c. membungkus
4. profit ['prɒfɪt] (n)	d. pengelola toko
5. refrigerator [rɪ'frɪdʒəreɪtə] (n)	e. kulkas
6. warehouse ['weəhaʊs] (n)	f. pramuniaga
7. salesperson ['seɪlzpɜ:sən] (n)	g. penjual barang, baik di toko atau secara langsung kepada konsumen
8. discount ['dɪskaʊnt]	h. kasir
9. stationery ['steɪʃnəri] (n)	i. keuntungan
10. shop assistant ['ʃɒpə'sɪstənt] (n)	j. potongan

**Task 5**

In pairs, practice the dialogue. Then, find out the expressions of asking for information and the responses. After that, rewrite them in the table provided.

Expressions	Responses
.....	.....
.....	.....
.....	.....

**Situation** : A customer comes to the electronic shop to buy a refrigerator. She asks information about it.

Customer : How much is it?

Shop assistant : It's Rp. 2,000,000.00

Customer : I will take it, but I cannot bring it by myself. Could you deliver it to my house?

Shop assistant : Sure ma'am. Could you give me your address, please?

Customer : Jl. Gedongkuning 40 Yogyakarta, on the second floor.

Shop assistant : What is your phone number?

Customer : 0274-387775.

Shop assistant : Ok ma'am, I will deliver the refrigerator before 03:00.

Customer : That's good. Thank you.

### Task 6

**Grammar Focus. Study the formula of Wh-questions below.**

#### WH Questions

##### 1. WH question using to be

**WH question + to be+ Subject + Complement +?**

e.g.: - What is your phone number? - How much is it?

##### 2. WH question using Auxiliary

**WH question + do/does+ Subject + Complement +?**

e.g.: - Where do you live? - What does it cost?

##### 3. WH question using Modals

**WH question + auxiliary verbs+ Subject + Complement +?**

e.g.: - When will you deliver my order? - What can I do for you?

### Task 7

In pairs, complete the dialogue by choosing the appropriate expressions in the box. Then, practice the dialogue.

**Situation** : Mr. Hadi calls an electronic shop.

Shop assistant : Good afternoon, sir. Brian's Electronic, can I help you?  
Mr. Hadi : Sure.  
Shop assistant : (1) \_\_\_\_\_?  
Mr. Hadi : I'm looking for a LCD television 50 inches.  
Shop assistant : Sorry, (2) \_\_\_\_\_?  
Mr. Hadi : This is Hadi.  
Shop assistant : Ok, Mr. Hadi, we have Plasma TV, the series is PS50C450.  
Mr. Hadi : (3) \_\_\_\_\_?  
Shop assistant : It's Rp.12, 400,000.00  
Mr. Hadi : I'll take it. (4) \_\_\_\_\_?  
Shop assistant : Sure, I need your address.  
Mr. Hadi : I live at Jl. Kaliurang Km 10.  
Shop assistant : (5) \_\_\_\_\_?  
Mr. Hadi : (0274) 758956  
Shop assistant : We will deliver your order after you transfer the money to our bank account.  
Mr. Hadi : I'll transfer the money now.  
Shop assistant : Thank you.

(Modified from: <http://www.randaldavis.com>)

- a. How much does it cost
- b. What are you looking for?
- c. Who is speaking?
- d. What is your phone number?
- e. Could you deliver it to my house?

### Task 8

In pairs, complete the dialogue. Then, practice the dialogue in front of the class.

**Situation** : Mr. Norman in Ell's Computer, he wants to buy a net book.

Shop assistant : Good morning. (1) \_\_\_\_\_

Mr. Norman : I'm looking for a net book.

Shop assistant : You can see in this catalogue. (2) \_\_\_\_\_

Mr. Norman : (A minutes later) I like this one.

Shop assistant : It's Acer net book series AOD225. It has many features and has 2 GB DDR3.

Mr. Norman : (3) \_\_\_\_\_

Shop assistant : It's Rp.6,660,000.00. You will get a year of guarantee.

Mr. Norman : Ok, I'll take it.

Shop assistant : (4) \_\_\_\_\_ (While writing the receipt )

Mr. Norman : Arif Norman

Shop assistant : (5) \_\_\_\_\_

Mr. Norman : Jl. Jambon no 5, Jatimulyo.

Shop assistant : (6) \_\_\_\_\_

Mr. Norman : 085245678522

Shop assistant : Please, save this receipt.

Mr. Norman : Ok, thank you.

### **Task 9**

**Game Corner. Play this game with your teacher.**

#### **“Price Tags”**

##### **The rules of the game**

1. The teacher will put price on things in a room. The price will be different for all items.
2. The students should tell the different price between two items and tell what it will cost to buy multiples of any items (e.g.: if one chair is Rp. 30,000.00, how much do 23 chairs cost?).
3. The students can also pretend that they have a set amount of money and tell if they could buy a certain number of any items (e.g.: I have fifty thousand rupiah. Can I buy two chairs?).
4. If the teacher has enough time, all the students will take the turn.

### **Task 10**

**Imagine that you go to a supermarket. You should buy five things that you need. Have a conversation with the shop assistant to ask about those things.**



### C. Homework

#### Task 11

In pairs, make a dialogue. One student will be a shop assistant and the other one will be a customer. The data in the boxes will help you.

##### Data for a customer

- Looking for a watch
- Asking the quality
- Asking the guaranty
- Asking the price

##### Data for a shop assistant

- Mentioning the model of watches
- Explaining the quality
- Explaining the guaranty
- Explaining the price

### D. Evaluation

#### Task 12

Make a dialogue based on the picture below. You may ask more information to the shop assistant.



Picture 3.3

<http://kombisradarmadiun.blogspot.com>

### E. Your Reflection

*How much do you learn from this unit? Put a tick (✓) on the right column based on how much you have learnt.*

Aspects	Very much	Much	Little
1. Mentioning cardinal numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Mentioning ordinal numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Expressions of asking for information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Making WH questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Working in pairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### F. Summary

**In this unit you learnt:**

#### 1. Expressions of asking for information

Some expressions below can be used to ask information to someone.

Asking for information	Responses
<b>Formal</b>	
• Could you tell me?	Sure, ...
• Could you help me?	Of course, ...
<b>Informal</b>	
• I'd like to know, (please) ....	Yes, ...
• How much is it?	It's ...
• What is special/ unique about this?	This is our newest product.
• What can you tell me about (this product)?	It is equipped with compass.
• What are you looking for?	I'm looking for ...
• What is your phone number?	0856224...
• Where do you live?	At Jl. Kaliurang km. 10

## 2. Numbers

### Cardinal Numbers:

- to count
- to show price
- to show phone number
- to show time

0	1	2	3	4	5	6	7	8	9	10
zero	one	two	three	four	five	six	seven	eight	nine	ten
11	12	13	14	15	16					
eleven	twelve	thirteen	fourteen	fifteen	sixteen					
18	19	20	21	30	40					
eighteen	nineteen	twenty	twenty-one	thirty	forty					
100	1,000	10,000	100,000	1,000,000						
one hundred	one thousand	ten thousand	one hundred thousand	one million						

### Ordinal Numbers:

- to show date
- to show ranks/ position

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
first	second	third	fourth	fifth	sixth	seventh	eighth	ninth
10th	11th	12th	13th	14th	15th	16th		
tenth	eleventh	twelfth	thirteenth	fourteenth	fifteenth	sixteenth		
18 <sup>th</sup>	19 <sup>th</sup>	20 <sup>th</sup>	21 <sup>th</sup>	32 <sup>nd</sup>	43 <sup>rd</sup>			
eighteenth	nineteenth	twentieth	twenty-first	thirty-second	forty-third			
100 <sup>th</sup>		1000 <sup>th</sup>		1000000 <sup>th</sup>				
one hundredth		one thousandth		one millionth				

### 3. WH Question

#### WH Questions

##### 2. WH question using to be

**WH question + to be+ Subject + Complement +?**

e.g.: - What is your phone number?                      - How much is it?

##### 2. WH question using Auxiliary

**WH question + do/does+ Subject + Complement +?**

e.g.: - Where do you live?                                      - What does it cost?

##### 4. WH question using Modals

**WH question + auxiliary verbs+ Subject + Complement +?**

e.g.: - When will you deliver my order?   - What can I do for you?

## G. Technical terms of marketing

sale : an occasion when goods are sold at a lower price than usual

**e.g.:** I bought these shoes in December sales.

for sale : available to buy

**e.g.:** Is this dress for sell?

order : a request to make, supply or deliver food or goods

**e.g.:** I would like to make an order for a large pine table.

return : to send, take, give, put, etc. something back to where it came from

**e.g.:** The new TV broke, so they returned it to the shop.

cash : money in the form of notes and coins, rather than cheques or credit cards

**e.g.:** Will you pay by credit card or **in** cash?

guarantee: promise that something will be done or will happen, especially a written promise by a company to repair or change a product that develops a fault within a particular period of time

**e.g.:** The system costs Rp. 1,000,000.00 including postage, packing and a 12-month guarantee.

## **COULD YOU..., PLEASE?**



Picture 3.1  
[www.beritajakarta.com](http://www.beritajakarta.com)



Picture 3.2  
[www.vhrmedia.com](http://www.vhrmedia.com)

When you work, you will find some situations. For example, your customers request something to you or you request something to your colleagues or customers. You have to be able to respond their requests and you also must be able to use appropriate expressions to make your requests more polite. Do you know how to do it well?

## A. Warming Up

### Task 1

What picture is it? Where are the people? What does the man do? What does the girl do?



Picture 3.3  
[www.cumancerita.com](http://www.cumancerita.com)



## B. Main Activity

### Task 2

Read the dialogue below and answer the questions that follow.

**Situation** : *A woman goes to a batik shop to buy a batik dress for her daughter.*

Customer : Excuse me, could you help me?

Shop assistant : Yes ma'am... What can I do for you?

Customer : I'm looking for a batik dress for my daughter, but I can't find here.

Shop assistant : How old is she?

Customer : She is five years old.

Shop assistant : Please, go upstairs then you will find it.

Customer : Ok, thank you.

1. Where does the conversation take place?
2. What is the customer looking for?
3. How does the customer ask the shop assistant to help her?
4. How old is the customer's daughter?
5. Where can the customer find the batik dress that she wants?



### Task 3

In pairs, find out the expressions of requesting from the dialogue. Then, rewrite the expressions in the table provided. After that, practice the dialogue with your friends.

**Situation** : *Anisa is a sales girl. She comes to Mr. Anwar's office to offer her products.*

Anisa : (Knocking the door). Excuse me, sir.

Mr. Anwar : Come in. Sit down please.

Anisa : I'd like to show you our stationery products.

Mr. Anwar : Could I see the catalogue?

Anisa : Of course. Take it please.

Mr. Anwar : (After reading the catalogue). OK. I order 3 bottles of black printing ink, and 10 ream of papers.

Anisa : Could you write your order and the amount in this paper?

Mr. Anwar : Here is. Could I get the order now?

Anisa : Sure, I will take it in my car, wait for a minute.

Expressions	Responses
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

**Task 4**

Study the expressions below.

Expressions of Request	Responses
<b>Formal:</b>	
Could I ask you to . . .	Sure...
Would you mind if I asked you to...	Of course...
Would you be so kind as to . . .	Certainly...
<b>Informal:</b>	
Please . . .	Okay...
Would you . . .	Sorry...
Could you . . .	
Would you please . . . .	
Could you possibly . . .	

**Task 5**

In pairs, look at Task 4 once again. Complete the dialogues below. Then practice one of the dialogues.

1. **Situation** : *A customer wants to see another samples of t-shirt*

customer : \_\_\_\_\_

Shop assistant : Sure.

2. **Situation** : *Nita is a sales girl, she sells cosmetic products. Her customer wants to see the catalogue.*

Nita : \_\_\_\_\_

A girl : Of course.

3. **Situation** : *A woman is confused to find out a fitting room, she asks to a shop assistant.*

A woman : \_\_\_\_\_ where the fitting room is?

A shop assistant : Go straight and the fitting room is in the corner.

### Task 6

Study the explanation below.

#### Modals

Modal Auxiliary: can, may, will, could, would.

**Modal Aux + S + base form of the verb**

e.g.: - Can you help me?

- Will you help me?

- Would you help me?

### Task 7

**State these sentences whether they are wrong or right.**

- |  |             |
|--|-------------|
| 1. Could you to help me?                   | Wrong/right |
| 2. Would you pay by credit card?           | Wrong/right |
| 3. Will you gave me discount?              | Wrong/right |
| 4. Can you to take the red one over there? | Wrong/right |
| 5. Could you deliver this to my house?     | Wrong/right |

### Task 8

**In pairs, make simple dialogues based on the situations provided. Then, practice one of the dialogues in front of the class.**

1. Ask your partner to check the production stock.  
\_\_\_\_\_
2. Ask your partner to buy your products that you offer to her/him.  
\_\_\_\_\_
3. Ask your partner to give a discount.  
\_\_\_\_\_
4. Ask your partner to visit your boutique.  
\_\_\_\_\_
5. Ask your friend to make a design of your t-shirt that you will sell in your boutique.  
\_\_\_\_\_

### Task 9

**Game Corner. Play this game with your teacher.**

#### **“Whisper Game”**

##### **The rules of the game**

1. There are 8 rows in the class. So, the teacher will prepare 8 cue cards. All cue cards are about expressions of request.
2. Each row will get a cue card.
3. The teacher will give a cue card to a student who sits in the back row.
4. Then, that student will read and whisper that expression to the student who sits in front of her/him.
5. The message should be continued to a student who sits in front of the row.
6. Then, that student should write the expression in the white board.

### Task 10

**In pairs, make a dialogue based on the picture below. After that, practice the dialogue.**

You are in a supermarket and you need help from the shop assistant. Have a conversation with her.



Picture 3.4  
<http://www.radar-bogor.co.id>

### C. Homework

#### Task 11

**In pairs, make a dialogue based on this situation. Then, practice the dialogue.**

Make a dialogue between a shop assistant (A) and a customer (B). Suppose that you are buying something from a shop. You find some difficulties to find out it and you ask the shop assistant to help you.

### D. Evaluation

#### Task 12

**Make a dialogue based on the picture below.**



Picture 3.5  
<http://republika.co.id>

### E. Your Reflection

**How much do you learn from this unit? Put a tick (✓) on the right column based on how much you have learnt.**

Aspects	Very much	Much	Little
1. Expressions of requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Modal auxiliary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Technical terms of marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Working in pairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### F. Summary

**In this unit you learnt:**

#### a. EXPRESSIONS

Expressions of Request	Responses
<b>Formal:</b>	
Could I ask you to . . .	Sure.....
Would you mind if I asked you to . .	Of course.....
Would you be so kind as to . . .	Certainly.....
<b>Informal:</b>	
Please . . .	Okay.....
Would you . . .	Sorry.....
Can you . . .	
Would you please . . . .	
Could you possibly . . .	

## b. Modal Auxiliary

### Modal

#### Modal Aux + S + base form of the verb

- e.g.: - Can you help me?  
- Will you help me?  
- Would you help me?

## G. Technical Terms of Marketing

export [ɪk'spɔ:t] (v)	: to send goods to another country for sale.
import [ɪm'pɔ:t] (v)	: to buy or bring in products from another country
cash [kæʃ](n)	: money in the form of notes and coins, rather than cheques or credit cards
charge [tʃɑ:dʒ] (v)	: to ask an amount of money for something, especially a service or activity .
counterpart ['kaʊntəpɑ:t](n)	: a person or thing which has the same purpose as another one in a different place or organization
earn [ɜ:n](v)	: to receive money as payment for work that you do.
negotiation [nɪɡəʊʃɪ'eɪʃn](n)	: the process of discussing something with someone in order to reach an agreement with them, or the discussions themselves.
barter ['bɑ:tə](v)	: to exchange goods for other things rather than for money.
afford [ə'fɔ:d](v)	: to be able to buy or do something because you have enough money or time.



**SECOND DRAFT**

### COURSE GRID THE SECOND DRAFT

**Name of School** : SMK N 1 Yogyakarta  
**Subject** : English  
**Standard of competence** : The students are able to communicate in English equal with novice level.

Basic Competences	Indicators	Topics	Language Functions	Key Grammar	Key Vocabulary	Input Text	Media	Tasks
<b>Unit 1</b>  1.3 Describing things and people.	<ul style="list-style-type: none"> <li>- The students are able to mention the shape, colour, origin, material/ substance, measurement, and size of things.</li> <li>- The students are able to use the expressions to describe things.</li> <li>- The students are able to speak using simple present</li> </ul>	Describing Things  <b>Title:</b> What Does the Dress Look Like?	<ul style="list-style-type: none"> <li>• Expression how to describe things e.g.:               <ul style="list-style-type: none"> <li>- What does it look like?</li> <li>- How large is it?</li> <li>- What color is it?</li> </ul> </li> </ul>	The Simple Present Tense  <div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>S + V + s/es</b> </div>	<ul style="list-style-type: none"> <li>- Adjectives e.g.: huge, small, reddish, yellowish, etc.</li> <li>- Nouns e.g.: fabric, paper, leather, cotton, iron, etc.</li> <li>- Name of things that will be described. e.g. Shoes, watch, sandal.</li> </ul>	<ul style="list-style-type: none"> <li>- Dialogue</li> <li>- catalogue</li> <li>- pictures</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures</li> <li>- The real things that can be brought in the classroom.</li> </ul>	<b>A. Warming up</b> <ul style="list-style-type: none"> <li>- Giving the students questions based on their previous knowledge</li> <li>- Giving the students a situational picture.</li> </ul> <b>B. Main Activities</b> <b>1. Presentation</b> <ul style="list-style-type: none"> <li>- Giving a dialogue and asking the students to answer the questions based on the</li> </ul>

	<p>tense.</p> <ul style="list-style-type: none"> <li>- The students are able to response the expressions of describing things.</li> </ul>							<p>dialogue.</p> <ul style="list-style-type: none"> <li>- Finding the expressions that can be used to describe things from the dialogue provided.</li> <li>- Giving the example of expressions that can be used to describe things.</li> <li>- Giving some adjectives that are commonly used to describe things.</li> </ul> <p><b>2. Practice</b></p> <ul style="list-style-type: none"> <li>- Completing the dialogue using appropriate expressions.</li> </ul>
--	---	--	--	--	--	--	--	--

								<ul style="list-style-type: none"> <li>- Finding the meaning of vocabularies that will be faced by the students in the next task.</li> <li>- Giving explanation about the Simple Present Tense.</li> <li>- Doing a grammar exercise.</li> <li>- Completing the dialogues based on the pictures then asking the students to practice the dialogues.</li> <li>- Game corner.</li> </ul> <p><b>3. Production</b></p> <ul style="list-style-type: none"> <li>- Asking the students to make a dialogue</li> </ul>
--	--	--	--	--	--	--	--	--

								by choosing one of the situations provided and practice the dialogue.  <b>C. Closing Activities</b> <ul style="list-style-type: none"> <li>- Giving homework</li> <li>- Giving Evaluation task</li> <li>- Reflection</li> </ul>
<b>Unit 2</b>  1.2Mentioning time, days, months, and years.	<ul style="list-style-type: none"> <li>- The students are able to mention cardinal numbers.</li> <li>- The students are able to mention ordinal numbers.</li> <li>- The students are able to use WH questions correctly.</li> </ul>	Asking for Information.  <b>Title:</b> How Much is It?		- WH questions  <div> <b>WH quest + to be + S + O</b> </div>	- Activities in the market e.g.: shopping	- Dialogue	- Pictures	<b>A. Warming up</b> <ul style="list-style-type: none"> <li>- Giving the students questions based on their previous knowledge</li> <li>- Giving a situational picture that is related to the topic.</li> </ul>

	<ul style="list-style-type: none"> <li>- The students are able to respond the expressions of asking for information.</li> </ul>							<p><b>B. Main Activities</b></p> <p><b>1. Presentation</b></p> <ul style="list-style-type: none"> <li>- Answering the questions by stating whether the statements are true or false.</li> <li>- Giving example of expressions of asking for information.</li> <li>- Giving the example of cardinal and ordinal numbers.</li> </ul> <p><b>2. Practice</b></p> <ul style="list-style-type: none"> <li>- Finding the expressions of asking for information from the dialogue.</li> <li>- Completing the dialogue</li> </ul>
--	---	--	--	--	--	--	--	--

								<p>by choosing the appropriate expressions in the box. Then, practicing the dialogue with a partner.</p> <ul style="list-style-type: none"> <li>- Finding the meaning of the words in the box.</li> <li>- Explaining how to use Wh-questions.</li> <li>- Doing a grammar exercise.</li> <li>- Completing the dialogue using appropriate expressions. Then, practicing the dialogue in front of the class with a partner.</li> <li>- Game corner.</li> </ul>
--	--	--	--	--	--	--	--	---

								<p><b>3. Production</b></p> <ul style="list-style-type: none"> <li>- Asking the students to make a dialogue based on the situation provided then practice it with a partner.</li> </ul> <p><b>C. Closing Activities</b></p> <ul style="list-style-type: none"> <li>- Giving homework</li> <li>- Giving evaluation task.</li> <li>- Reflection</li> </ul>
--	--	--	--	--	--	--	--	--



<b>Unit 3</b>  1.4 The students are able to produce simple speech acts for the basic function.	- The students are able to request something and give the responses politely. - The students are able to use Modal Auxiliary correctly.	<b>Requesting</b>  <b>Title:</b> Could you....., please?	Expression of request e.g.: - Could you....., please? - Would you mind.....? Could I ask you to.....?	Modals auxiliaries (can, could, may, might, must, should, will, and would)  <div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>Modal Aux + S + base form of the verb</b> </div>	Vocabularies that are used in marketing.	Dialogue	Pictures	<b>A. Warming up</b> - Giving the students questions based on their previous knowledge - Giving a situational picture that is related to the topic.  <b>B. Main Activities</b> <b>1. Presentation</b> - Answering the questions based on the dialogue. - Finding the expressions of request from the dialogue. - Giving the examples of expressions of request.
--	--	---	---	--	--	----------	----------	---

								<p><b>2. Practice</b></p> <ul style="list-style-type: none"><li>- In pairs, completing the dialogues. Then, practicing the dialogues.</li><li>- Explaining how to use modals.</li><li>- Stating the sentences whether they are wrong or right.</li><li>- In pairs, making a simple dialogue using expressions of request based on the situations provided. Then, practicing the dialogue.</li><li>- Game corner.</li></ul>
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								<b>3. Production</b> - In pairs, making the dialogue based on the picture provided.  <b>C. Closing  Activities</b> - Giving homework - Giving evaluation task. - Reflection
--	--	--	--	--	--	--	--	--

# UNIT 1

## WHAT DOES THE DRESS LOOK LIKE?



Picture 1.1  
<http://madina.files.wordpress.com>



Picture 1.2  
<http://www.ayarashop.com>

After graduating from Vocational High School, you may work in a shop or a supermarket. There, you will find so many kinds of things sold. Sometimes your customers ask what kind of things that are sold and they also want to know new products from your shop. As a good shop assistant, you should be able to explain and describe the things that are sold.

Do you know how to describe things to your customers? Do you know what features must be described? Do you know some words that can help you to describe things? Find out the answers in this unit.

## A. Warming Up

### Task 1

Do you know what picture it is? Where are the people? What are they doing? Can you mention one of the things sold there?



Picture 1.3  
<http://www.ayarashop.com>

## B. Main Activity

### Task 2

Read the dialogue below. Then, answer the questions that follow. The words in the box will help you to understand the dialogue.

ancient	: kuno	pendulum: bandul
curious	: penasaran	chain : rantai
roman numerals:	bilangan romawi	swing: berayun

- Mr. Kusumo : Have you ever heard Young Han 8 model?
- Mr. Wahyudi : Yes, it's a kind of ancient clock. It was made in 1970s.
- Mr. Kusumo : I am very curious to know that clock. What does it look like?
- Mr. Wahyudi : It's usually big, about an average person's height, and maybe 20 to 24 inches wide.
- Mr. Kusumo : Ehm....continue please.
- Mr. Wahyudi : The clock face is at the top, usually a round face, and many have Roman Numerals.
- Mr. Kusumo : Go on.
- Mr. Wahyudi : Below the face is a pendulum which hangs from a chain, or something similar, which swings back and forth as the clock ticks.
- Mr. Kusumo : I see, that clock is so high, isn't it?
- Mr. Wahyudi : That's right.
- Mr. Kusumo : Thank you for the explanation.
- Mr. Wahyudi : It's my pleasure.

(Modified from: [www.randaldavis.com](http://www.randaldavis.com))

1. What is Mr. Kusumo looking for?
2. When was the clock made?
3. How tall is the clock?
4. What is the width of the clock?
5. How does Mr. Wahyudi describe the clock face?

### Task 3

**Read the dialogue. Then, find out the expressions of describing thing and the response. After that, rewrite them in the box provided.**

- Customer : Excuse me sir, do you know about a new model of dress to work?
- Shop assistant : Yes, the newest model was designed by Aji Noto Negara.
- Customer : What does it look like?
- Shop assistant : It's a nice and suitable dress to work. I'll show you. (The shop assistant shows the dress).
- Customer : Wow.... It's really nice (while looking at the dress), what's it made of?
- Shop assistant : It's made of haitwis.
- Customer : How much is it?
- Shop assistant : It's Rp. 150,000.00.
- Customer : Do you have other colours?
- Shop assistant : Yes, we have two colours for this model; black, and brown.
- Customer : OK, I'll take the black one.
- Shop assistant : Please, pay in cashier. Then, I will wrap the dress.



Picture 1.4

[www.busanakerjaku.com](http://www.busanakerjaku.com)

Expressions	Responses
1. What does it look like?	It's a nice and suitable dress to work
2. ....	.....
3. ....	.....
4. ....	.....

#### Task 4

**Study the expressions and the responses that are commonly used to describe things. Then, study the features that can help you to describe things.**

Expressions	Responses
What does it look like?	It's large and has many rooms
How large is it?	It's 1 hectare
How much does it weigh?	It weighs 75 pounds.
What colour is it?	It's bright yellow, brighter than a banana.
What is it made of?	It's made of plastic and aluminum.
What is it?	It's a garlic press.
What does it do?	It puts a sharp point on wooden pencils.
What is the purpose of a refrigerator?	The purpose of a refrigerator is to keep food cold so it does not spoil.
What do you use a (... cheese grater) for?	A cheese grater is used to make small strips of cheese from a larger block.
How does a (... water heater) work?	Water is collected in a large tank and heated by either gas or electricity.



In describing things you usually mention some features to help you to describe things, such as:

<b>Material/ substance:</b>	- steel - Silver	- fabric - iron	- paper - wood	- satin - leather		
<b>Shape:</b>	- circle - rectangular	- cube - cylinder	- square - triangle			
<b>Size:</b>	- big - long	- small - wide	- thin - thick	- short - high/tall	- little - medium	-huge - etc
<b>Colour:</b>	- yellowish	- purple	- reddish	- light blue	- grey	
<b>Weight:</b>	- pound (lb)	- ounce (oz)	- ton	- kilogram		
<b>Measurement:</b>	- centimetres	- metres	- inch	- yard	- foot/feet	

### Task 5

Complete the following dialogue using appropriate expressions. Number 1 has been done for you.

**Situation** : A customer is looking for sports shoes. He calls the sports shop to get the information about the shoes.

Shop assistant : Good morning sir, may I help you?

Customer : Mmm.... I need foot ball shoes.

Shop assistant : We have a new design from Adidas.

Customer : (1) *What does it look like?*

Shop assistant : It's slim and it has six eyelets with white shoestring.

Customer : (2) \_\_\_\_\_

Shop assistant : The colour is white with black lines on the sides.

Customer : (3) \_\_\_\_\_

Shop assistant : It's made of leather.

Customer : (4) \_\_\_\_\_

Shop assistant : It's Rp. 230,000.00

Customer : OK, thank you for the information.



Picture 1.5

<http://shop.bayumukti.com>

**Task 6**

Find out the meaning of these words in your dictionary. The words will help you to do the next tasks.

Words	Meanings
1. customer ['kʌstəmə] (n)	.....
2. necklace ['nekləs] (n)	.....
3. jewelry ['dʒu:əlri] (n)	.....
4. reference ['refrəns] (n)	.....
5. pearl [pɜ:l] (n)	.....
6. bead [bi:d] (n)	.....
7. clasp [klɑ:sp] (n)	.....
8. baroque [bə'rɒk] (adj)	.....
9. seed [si:d] (n)	.....
10. accessory [ək'sesəri] (n)	.....
11. catalogue ['kætəlg] (n)	.....
12. ribbon ['rɪbən] (n)	.....
13. vinyl ['vaɪnəl] (n)	.....

### Task 7

**Grammar Focus.** Study the explanation below. Then, correct the words in the dialogue.

When you describe a thing to someone, you use the simple present tense. The formula of the simple present tense is:

**S+V<sub>1</sub>s/es**

**S:** subject

**V:** verb

**For example:**

- It looks like a ball.
- The old clock attains the age of 70s years.

**Situation : A customer visits to a department store. Then she has a conversation with the shop assistant.**

Customer : Excuse me, this knife is so long. I don't know how to use it.

Shop assistant : Ehm...it **(1)** is/are a carving knife, so it has 22 cm length.

Customer : What do you use a carving knife?

Shop assistant : A carving knife **(2)** is/was used to carve meat.

It **(3)** carve/carves beef and chicken.

Customer : What is it made of?

Shop assistant : It **(4)** is/was made of stainless steel with black polypropylene handle.

Customer : OK. Thank you.

Shop assistant : It is my pleasure.



Picture 1.6  
www.swissaindonesia.com

### Task 8

In pairs, complete the dialogues. After that, practice one of the dialogues in front of the class with your partner.

1. Situation: A customer is looking for a necklace. She asks the shop assistant about it.



Picture 1.7  
<http://www.scribd.com>

- Rp. 746,900.00
- white baroque pearls, seed pearls, 4mm gold beads, filigree clasp
- USA

- Shop assistant : Welcome to our Jewelry Shop. Could I help you?
- Customer : I'm looking for a necklace. Do you have any references?
- Shop assistant : We have a new necklace design. This is the design. (The shop assistant shows the necklace to the customer).
- Customer : Wow! It's very beautiful. (1) \_\_\_\_\_
- Shop assistant : Yes, it's made of (2) \_\_\_\_\_
- Customer : (3) \_\_\_\_\_?
- Shop assistant : Actually it's expensive enough about (4) \_\_\_\_\_
- Customer : (5) \_\_\_\_\_?
- Shop assistant : It's made in (6) \_\_\_\_\_
- Customer : OK. I'll take it.

**2. Situation : The customer will buy a small bag. She orders the bag by phone.**



Picture 1.8  
<http://fairosaksesoris.itrademarket.com>

- Sepia
- Rectangular
- Vinyl
- Rp. 17,500.00/pcs
- Cream ribbon

Shop assistant : Hello, Fairos Accessories, may I help you?

Customer : Yes, this is Tia. I have read your catalogue and I'd like to order a bag with Tas 80 code.

Shop assistant : I'm sorry, a bag with that code had sold. You can use a small beautiful bag with Tas 89 code.

Customer : Uh, I don't bring the catalogue. Could you describe the bag?

Shop assistant : (1) Its shape is \_\_\_\_\_ it has \_\_\_\_\_

Customer : What is it made of?

Shop assistant : (2) \_\_\_\_\_

Customer : What colour is it?

Shop assistant : (3) \_\_\_\_\_

Customer : I think it's a beautiful bag, but how about the price?

Shop assistant : (4) \_\_\_\_\_

Customer : OK. I'll take it.

Shop assistant : Could you mention your address?

Customer : I live at Jl. Kaliurang Km 22, Yogyakarta.

Shop assistant : Thank you for ordering our product, we will send the bag as soon as possible.

Customer : OK. Thank you.

### Task 9

**Play this Game with Your Teacher in a Group.**

#### **The rules of the game**

1. Your teacher will divide you into two groups. She will give you two cards (blue and red). The red card will be given to the students in the front right corner while the blue one will be given to the students in the front left corner.
2. Both students will give each card to the students next to them. You cannot stop to give the cards to your friends next to you until your teacher says "stop".
3. After your teacher says "stop", you look at your friends who have the cards.
4. Then the student who has a red card should describe a thing in her/his mind, while the student who has a blue card should answer what thing that her/his friend describes.
5. This game will be ended if your teacher stops the game.

### Task 10

**Choose one of the situations below. Then, have a short conversation with your partner in front of the class.**

1. Suppose that you are a shop assistant. Your customer wants a newest design from your product. How do you describe your newest product to your customer?  
(First, think of what kind of things that you will describe).
2. Mr. Baskoro works in a supermarket. Suddenly, someone comes and asks him about the thing that he will buy. (The customer will buy a backpack)

## C. Homework

### Task 11

In pairs, choose one of the pictures, and then make a dialogue based on the picture. Don't forget to give some descriptions about the thing that she/ he would like to buy.

1



Picture 1.9

<http://teknologi.vivanews.com>

2



Picture 1.10

<http://dicaheideto.files.wordpress.com>

3



Picture 1.11

<http://stephenlangitan.com>

4



Picture 1.12

<http://dalalmuslimin.blogspot.com>



## D. Evaluation

### Task 12

In pairs, make a dialogue. Suppose that you are a shop assistant and your friend is a customer. Your customer wants to buy a rubik for her children. Actually, she does not know rubik. How do you describe rubik to your customer? Please, make a dialogue to describe it.

## E. Your Reflection

How much do you learn from this unit? Put a tick (✓) on the right column based on how much you have learnt from this unit.

Aspects	Very much	Much	Little
1. Expressions of describing things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Adjectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Technical terms of marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Simple Present Tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Working in pairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## F. Summary

In this unit you learnt:

### a. EXPRESSIONS

Expressions	Responses
What does it look like?	It's large and has many rooms
How large is it?	It's 1 hectare
How much does it weigh?	It weighs 75 pounds.
What color is it?	It's bright yellow, brighter than a banana.
What is it made of?	It's made of plastic and aluminum.
What is it?	It's a garlic press.
What does it do?	It puts a sharp point on wooden pencils.
What is the purpose of a refrigerator?	The purpose of a refrigerator is to keep food cold so it does not spoil.
What do you use a (... cheese grater) for?	A cheese grater is used to make small strips of cheese from a larger block.
How does a (... water heater) work?	Water is collected in a large tank and heated by either gas or electricity.

### b. Simple Present Tense

When you describe a thing to someone, you use the simple present tense. The formula of the simple present tense is:

**S+V<sub>1</sub>s/es**

**For example:**

- It looks like a ball.
- The old clock attains the age of 70s years.

## G. Technical terms of marketing

market price : a price which is likely to be paid for something

**e.g.:** They're asking Rp. 400,000,000.00 for their house, but the market price is nearer Rp. 350,000,000.00.

stock : supply of something kept to use when needed

**e.g.:** The local shop has a good stock of postcards and guidebooks.

trade in : a method of buying something new by giving something you own as part of the payment for it

**e.g.:** We got a good trade-in price for our old television.

compete : to try to be more successful than someone or something else

**e.g.:** It's difficult for a small supermarket to compete with the big supermarkets.

current brand: popular brand

**e.g.:** Adidas is one of the current brands of shoes.

price tag : a piece of paper with a price on which is fixed to a product, or the amount that something costs

**e.g.:** Where is the price tag? I can't find it.

broker : a person who buys and sells foreign money, shares in companies, etc., for other people

**e.g.:** I called my broker for advice about investing in the stock market.

auction : a public sale of goods/properties, where people make higher and higher bid for each thing.

**e.g.:** They are holding an auction of jewelry on Tuesday.

# UNIT 2

## HOW MUCH IS IT?



Picture 2.1  
<http://i238.photobucket.com>



Picture 2.2  
<http://eiger-nordwand.indonetwork.co.id/>

When you work in a supermarket or shop, you will find your customers asking for information about the things that you sell. For example: asking the price, asking the name, asking the advantages of the product, and the other information. Sometimes, you (as a shopkeeper) also need to ask information what your customers is looking for. Could you use the appropriate expressions? Could you give them complete information to answer their questions? You can find the answers in this unit.

## A. Warming Up

### Task 1

What picture is it? What are they doing? What do usually customers ask to the shop assistant when they buy a book?



Picture 2.3  
<http://imglanding?q=gambar.com>

## B. Main Activity

### Task 2

In pairs, read the dialogue below. Then, state the statements whether they are true or false. Number 1 has been done for you.

- Situation** : Someone in an computer store. He wants to buy a printer.
- Shop assistant : What can I do for you, sir?
- Customer : I'm looking for a multifunction printer.
- Shop assistant : We have Canon series MP469, MP276, and MP198. Which one do you want?
- Customer : I need a printer to print photos, do you think which one is appropriate for me?
- Shop assistant : The MP469 is better. It has a good resolution up to 9600 x 2400 colour dpi. It has new 5 colours ink system. It also produces vivid colors and bold.
- Customer : How fast is this printer in printing a photo?
- Shop assistant : A photo lab-quality 4 x 6 cm borderless print takes only about 41 seconds.
- Customer : How much is it?
- Shop assistant : It's only Rp. 999,900.00
- Customer : Can I get discount?
- Shop assistant : I'm sorry, it's a fixed price.
- Customer : All right, I'll take it.



Picture 2.4  
<http://radarbogor.co.id>

No	Statments	T/F
1.	The customer is looking for a compact photo printer.	T
2.	The store has Conon series MP four six nine, MP two seven nine, and MP one nine eight.	
3.	The printer has fifty colours ink system.	
4.	The resolution is up to nine thousand six hundred multiple two thousand four hundred colour dpi.	
5.	The price is nine hundred thousand ninety nine rupiah.	
6.	The printer only takes forty one seconds when print a photo four multiple six.	
7.	The customer chose Canon MP four six nine.	

### Task 3

**In pairs, practice the dialogue. Then, find out the expressions of asking for information and the responses. After that, rewrite them in the box provided**

**Situation : A customer comes to the electronic shop to buy a refrigerator. She asks information about it.**

Picture 2.5  
www.tribunnews.com



Customer : How much is it?  
 Shop assistant : It's Rp. 2,000,000.00  
 Customer : I will take it, but I cannot bring it by myself. Could you deliver it to my house?  
 Shop assistant : Sure ma'am. Could you give me your address, please?  
 Customer : Jl. Gedongkuning 40 Yogyakarta, on the second floor.  
 Shop assistant : What is your phone number?  
 Customer : 0274-387775.  
 Shop assistant : Ok ma'am, I will deliver the refrigerator before 03:00.  
 Customer : That's good. Thank you.



Expressions	Responses
.....	.....
.....	.....
.....	.....

#### Task 4

#### Language Function

##### 1. Expressions of asking for information

Some expressions below can be used to ask information to someone.

Asking for information	Responses
<b>Formal</b>	
• Could you tell me?	Sure, ...
• Could you help me?	Of course, ...
<b>Informal</b>	
• I'd like to know, (please) ....	Yes, ...
• How much is it?	It's ...
• What is special/ unique about this?	This is our newest product.
• What can you tell me about (this product)?	It is equipped with compass.
• What are you looking for?	I'm looking for ...
• What is your phone number?	0856224...
• Where do you live?	At Jl. Kaliurang km. 10

## 2. Numbers

### Cardinal Numbers:

- to count                      - to show phone number
- to show price               - to show time

0	1	2	3	4	5	6	7	8	9	10
zero	one	two	three	four	five	six	seven	eight	nine	ten
11	12	13	14	15	16					
eleven	twelve	thirteen	fourteen	fifteen	sixteen					
18	19	20	21	30	40					
eighteen	nineteen	twenty	twenty-one	thirty	forty					
100	1,000	10,000	100,000	1,000,000						
one hundred	one thousand	ten thousand	one hundred thousand	one million						

### Ordinal Numbers:

- to show date                      - to show ranks/ position

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
first	second	third	fourth	fifth	sixth	seventh	eighth	ninth
10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	13 <sup>th</sup>	14 <sup>th</sup>	15 <sup>th</sup>	16 <sup>th</sup>		
tenth	eleventh	twelfth	thirteenth	fourteenth	fifteenth	sixteenth		
18 <sup>th</sup>	19 <sup>th</sup>	20 <sup>th</sup>	21 <sup>th</sup>	32 <sup>nd</sup>	43 <sup>rd</sup>			
eighteenth	nineteenth	twentieth	twenty-first	thirty-second	forty-third			
100 <sup>th</sup>	1000 <sup>th</sup>		1000000 <sup>th</sup>					
one hundredth	one thousandth		one millionth					



### Task 5

In pairs, complete the dialogue by choosing the appropriate expressions in the box. Then, practice the dialogue.

**Situation** : Mr. Hadi calls an electronic shop.

Shop assistant : Good afternoon, sir. Brian's Electronic, can I help you?

Mr. Hadi : Sure.

Shop assistant : (1) \_\_\_\_\_?

Mr. Hadi : I'm looking for a LCD television 50 inches.

Shop assistant : Sorry, (2) \_\_\_\_\_?

Mr. Hadi : This is Hadi.

Shop assistant : Ok, Mr. Hadi, we have a Plasma TV, the series is PS50C450.



Picture 2.6

<http://www.telephoning.com>

Mr. Hadi : (3) \_\_\_\_\_?

Shop assistant : It's Rp.12, 400,000.00

Mr. Hadi : I'll take it. (4) \_\_\_\_\_?

Shop assistant : Sure, I need your address.

Mr. Hadi : I live at Jl. Kaliurang Km 10.

Shop assistant : (5) \_\_\_\_\_?

Mr. Hadi : (0274) 758956

Shop assistant : We will deliver your order after you transfer the money to our bank account.

Mr. Hadi : I'll transfer the money now.

Shop assistant : Thank you.

(Modified from: <http://www.randaldavis.com>)

- a. How much does it cost ?
- b. What are you looking for?
- c. Who is speaking?
- d. What is your phone number?
- e. Could you deliver it to my house?

**Task 6****Match the words in box A with the meaning in box B.**

A	B
1. shopkeeper ['ʃɒpkɪ:pə] (n)	a. alat tulis –menulis
2. cashier [kə'ʃi:ə] (n)	b. gudang
3. wrap [ræp] (v)	c. membungkus
4. profit ['prɒfɪt] (n)	d. pengelola toko
5. refrigerator [rɪ'frɪdʒəreɪtə] (n)	e. kulkas
6. warehouse ['weəhaʊs] (n)	f. pramuniaga
7. salesperson ['seɪlzpə:sən] (n)	g. penjual barang, baik di toko atau secara langsung kepada konsumen
8. discount ['dɪskaʊnt] (n)	h. kasir
9. stationery ['steɪʃnəri] (n)	i. keuntungan
10. shop assistant ['ʃɒpə'sɪstənt]	j. potongan

**Task 7****Grammar Focus. Study the explanation below. Then complete the dialogue that follow.****WH Questions**

Wh-Quest + to be + S + O + ?  
Auxiliary  
Modals

- e.g.:** - How much is it?  
 - What does it cost?  
 - When will you deliver my order?

Shop assistant : Good morning. What (1) ..... I help you?

Customer : I'm looking for a women watch.

Shop assistant : Hemm.... (2) What type (2) .....you want? From fiber or leather?

Customer : Fiber, please.

Shop assistant : We have *Guess Triangle Diamond Fiber* in six colours. Which one (3) ..... like? (The shop assistant shows the watch.)

Customer : The white one.

Shop assistant : You can check first.

Customer : How much (4) ..... it?

Shop assistant : Rp. 225,000.-

Customer : What (5) ..... the advantages of this?

Shop assistant : It is a waterproof watch.

Customer : OK, I'll take it.

Shop assistant : OK. Thank you for coming.

### Task 8

In pairs, complete the dialogue. Then, practice the dialogue in front of the class.

**Situation** : Mr. Norman in Ell's Computer, he wants to buy a net book.

Picture 2.7  
<http://halosemarang.com>



Shop assistant : Good morning. (1) \_\_\_\_\_

Mr. Norman : I'm looking for a net book.

Shop assistant : You can see in this catalogue. (2) \_\_\_\_\_

Mr. Norman : (A minutes later) I like this one.

Shop assistant : It's Acer net book series AOD225. It has many features and has 2 GB DDR3.

Mr. Norman : (3) \_\_\_\_\_

Shop assistant : It's Rp.6,660,000.00. You will get a year of guarantee.

Mr. Norman : Ok, I'll take it.

Shop assistant : (4) \_\_\_\_\_ (While writing the receipt )

Mr. Norman : Arif Norman

Shop assistant : (5) \_\_\_\_\_

Mr. Norman : Jl. Jambon no 5, Jatimulyo.

Shop assistant : (6) \_\_\_\_\_

Mr. Norman : 085245678522

Shop assistant : Please, save this receipt.

Mr. Norman : Ok, thank you.

### **Task 9**

**Game Corner. Play this Game with Your Teacher.**

#### **“Price Tags”**

##### **The rules of the game**

1. The teacher will divide the students into four groups.
2. Each group has different things.
3. Then, the teacher will put price on things in each group. The price will be different for all items.
4. The students should ask the information related to the things to the teacher.
5. The teacher is as a shop assistant and the students are as the customers.

### **Task 10**

**In pairs, imagine that you go to a supermarket. You should buy five things that you need. Have a conversation with the shop assistant to ask about those things.**

### C. Homework

#### Task 11

In pairs, make a dialogue. One student will be a shop assistant and the other one will be a customer. The data in the boxes will help you.

##### Data for a customer

- Looking for a watch
- Asking the quality
- Asking the guaranty
- Asking the price

##### Data for a shop assistant

- Mentioning the model of watches
- Explaining the quality
- Explaining the guaranty
- Explaining the price

### D. Evaluation

#### Task 12

Make a dialogue based on the picture below. You may ask more information to the shop.



Picture 2.8

<http://kombisradarmadiun.blogspot.com>

### E. Your Reflection

**How much do you learn from this unit? Put a tick (✓) on the right column based on how much you have learnt.**

Aspects	Very much	Much	Little
1. Mentioning cardinal and ordinal numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Expressions of asking for information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Making WH questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Working in pairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### F. Summary

**In this unit you learnt:**

#### 1. Expressions of asking for information

Some expressions below can be used to ask information to someone.

Asking for information	Responses
<b>Formal</b>	
• Could you tell me?	Sure, ...
• Could you help me?	Of course, ...
<b>Informal</b>	
• I'd like to know, (please) ....	Yes, ...
• What is special/ unique about this?	This is our newest product.
• What can you tell me about (this product)?	It is equipped with compass.

## 2. Numbers

### Cardinal Numbers:

- to count
- to show price
- to show phone number
- to show time

0	1	2	3	4	5	6	7	8	9	10
zero	one	two	three	four	five	six	seven	eight	nine	ten
11	12	13	14	15	16					
eleven	twelve	thirteen	fourteen	fifteen	sixteen					
18	19	20	21	30	40					
eighteen	nineteen	twenty	twenty-one	thirty	forty					
100	1,000	10,000	100,000	1,000,000						
one hundred	one thousand	ten thousand	one hundred thousand	one million						

### Ordinal Numbers:

- to show date
- to show ranks/ position

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
first	second	third	fourth	fifth	sixth	seventh	eighth	ninth
10th	11th	12th	13th	14th	15th	16th		
tenth	eleventh	twelfth	thirteenth	fourteenth	fifteenth	sixteenth		
18 <sup>th</sup>	19 <sup>th</sup>	20 <sup>th</sup>	21 <sup>th</sup>	32 <sup>nd</sup>	43 <sup>rd</sup>			
eighteenth	nineteenth	twentieth	twenty-first	thirty-second	forty-third			
100 <sup>th</sup>	1000 <sup>th</sup>	1000000 <sup>th</sup>						
one hundredth	one thousandth	one millionth						



### 3. WH Question

#### WH Questions

Wh-Quest + to be + S + O + ?  
Auxiliary  
Modals

- e.g.:** - How much is it?  
- What does it cost?  
- When will you deliver my order?

#### G. Technical terms of marketing

- sale : an occasion when goods are sold at a lower price than usual  
**e.g.:** I bought these shoes in December sales.
- for sale : available to buy  
**e.g.:** Is this dress for sell?
- order : a request to make, supply or deliver food or goods  
**e.g.:** I would like to make an order for a large pine table.
- return : to send, take, give, put, etc. something back to where it came from  
**e.g.:** The new TV broke, so they returned it to the shop.
- cash : money in the form of notes and coins, rather than cheques or credit cards  
**e.g.:** Will you pay by credit card or **in** cash?
- guarantee: promise that something will be done or will happen, especially a written promise by a company to repair or change a product that develops a fault within a particular period of time  
**e.g.:** The system costs Rp. 1,000,000.00 including postage, packing and a 12-month guarantee.

# UNIT 3

## COULD YOU..., PLEASE?



Picture 3.1  
[www.beritajakarta.com](http://www.beritajakarta.com)



Picture 3.2  
[www.vhrmedia.com](http://www.vhrmedia.com)

When you work, you will find some situations. For example, your customers request something to you or you request something to your colleagues or customers. You have to be able to respond their requests and you also must be able to use appropriate expressions to make your requests more polite. Do you know how to do it well?

## A. Warming Up

### Task 1

What picture is it? Where are the people? What does the man do? What does the girl do?



Picture 3.3  
[www.cumancerita.com](http://www.cumancerita.com)

## B. Main Activity

### Task 2

Read the dialogue below and answer the questions that follow.

**Situation** : *A woman goes to a batik shop to buy a batik dress for her daughter.*

Customer : Excuse me, could you help me?

Shop assistant : Yes ma'am... What can I do for you?

Customer : I'm looking for a batik dress for my daughter, but I can't find here.

Shop assistant : How old is she?

Customer : She is five years old.

Shop assistant : Please, go upstairs then you will find it.

Customer : Ok, thank you.

1. Where does the conversation take place?
2. What is the customer looking for?
3. How does the customer ask the shop assistant to help her?
4. How old is the customer's daughter?
5. Where can the customer find the batik dress that she wants?

### Task 3

In pairs, find out the expressions of requesting from the dialogue. Then, rewrite the expressions in the table provided. After that, practice the dialogue with your friends.

**Situation** : *Anisa is a sales girl. She comes to Mr. Anwar's office to offer her products.*

Anisa : (Knocking the door). Excuse me, sir.

Mr. Anwar : Come in. Sit down please.

Anisa : I'd like to show you our stationery products.

Mr. Anwar : Could I see the catalogue?

Anisa : Of course. Take it please.

Mr. Anwar : (After reading the catalogue). OK. I order 3 bottles of black printing ink, and 10 ream of papers.

Anisa : Could you write your order and the amount in this paper?

Mr. Anwar : Here is. Could I get the order now?

Anisa : Sure, I will take it in my car, wait for a minute.

Expressions	Responses
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

**Task 4**

Study the expressions below.

Expressions of Request	Responses
<b>Formal:</b>	
Could I ask you to . . .	Sure...
Would you mind if I asked you to...	Of course...
Would you be so kind as to . . .	Certainly...
<b>Informal:</b>	
Please . . .	Okay...
Would you . . .	Sorry...
Could you . . .	
Would you please . . . .	
Could you possibly . . .	

**Task 5**

In pairs, look at Task 4 once again. Complete the dialogues below. Then practice one of the dialogues.

1. **Situation** : *A customer wants to see another samples of t-shirt*

customer : \_\_\_\_\_

Shop assistant : Sure.

2. **Situation** : *Nita is a sales girl, she sells cosmetic products. Her customer wants to see the catalogue.*

Nita : \_\_\_\_\_

A girl : Of course.

3. **Situation** : *A woman is confused to find out a fitting room, she asks to a shop assistant.*

A woman : \_\_\_\_\_ where the fitting room is?

A shop assistant : Go straight and the fitting room is in the corner.

### Task 6

Study the explanation below.

#### Modals

Modal Auxiliary: can, may, will, could, would.

**Modal Aux + S + base form of the verb**

e.g.: - Can you help me?

- Will you help me?

- Would you help me?

**Task 7**

**State these sentences whether they are wrong or right.**

- |  |             |
|--|-------------|
| 1. Could you to help me?                   | Wrong/right |
| 2. Would you pay by credit card?           | Wrong/right |
| 3. Will you gave me discount?              | Wrong/right |
| 4. Can you to take the red one over there? | Wrong/right |
| 5. Could you deliver this to my house?     | Wrong/right |

**Task 8**

**In pairs, make simple dialogues based on the situations provided. Then, practice one of the dialogues in front of the class.**

1. Ask your partner to check the production stock.  
\_\_\_\_\_
2. Ask your partner to buy your products that you offer to her/him.  
\_\_\_\_\_
3. Ask your partner to give a discount.  
\_\_\_\_\_
4. Ask your partner to visit your boutique.  
\_\_\_\_\_
5. Ask your friend to make a design of your t-shirt that you will sell in your boutique.  
\_\_\_\_\_



### Task 9

**Game Corner. Play this game with your teacher.**

#### **“Whisper Game”**

##### **The rules of the game**

1. There are 8 rows in the class. So, the teacher will prepare 8 cue cards. All cue cards are about expressions of request.
2. Each row will get a cue card.
3. The teacher will give a cue card to a student who sits in the back row.
4. Then, that student will read and whisper that expression to the student who sits in front of her/him.
5. The message should be continued to a student who sits in front of the row.
6. Then, that student should write the expression in the white board.

### Task 10

**In pairs, make a dialogue based on the picture below. After that, practice the dialogue.**

You are in a supermarket and you need help from the shop assistant. Have a conversation with her.



Picture 3.4

<http://www.radar-bogor.co.id>

### C. Homework

#### Task 11

In pairs, make a dialogue based on this situation. Then, practice the dialogue.

Make a dialogue between a shop assistant (A) and a customer (B). Suppose that you are buying something from a shop. You find some difficulties to find out it and you ask the shop assistant to help you.

### D. Evaluation

#### Task 12

Make a dialogue based on the picture below.



Picture 3.5  
<http://republika.co.id>

### E. Your Reflection

**How much do you learn from this unit? Put a tick (✓) on the right column based on how much you have learnt.**

Aspects	Very much	Much	Little
1. Expressions of requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Modal auxiliary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Technical terms of marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Working in pairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### F. Summary

**In this unit you learnt:**

#### a. EXPRESSIONS

Expressions of Request	Responses
<b>Formal:</b>	
Could I ask you to . . .	Sure.....
Would you mind if I asked you to . .	Of course.....
Would you be so kind as to . . .	Certainly.....
<b>Informal:</b>	
Please . . .	Okay.....
Would you . . .	Sorry.....
Can you . . .	
Would you please . . . .	
Could you possibly . . .	

## b. Modal Auxiliary

### Modal

#### Modal Aux + S + base form of the verb

- e.g.:
- Can you help me?
  - Will you help me?
  - Would you help me?

## G. Technical Terms of Marketing

export [ɪkˈspɔ:t] (v)	: to send goods to another country for sale.
import [ɪmˈpɔ:t] (v)	: to buy or bring in products from another country
cash [kæʃ](n)	: money in the form of notes and coins, rather than cheques or credit cards
charge [tʃɑ:dʒ] (v)	: to ask an amount of money for something, especially a service or activity .
counterpart ['kauntəpɑ:t](n)	: a person or thing which has the same purpose as another one in a different place or organization
earn [ɜ:n](v)	: to receive money as payment for work that you do.
negotiation [nɪgəʊsɪ'eɪʃn](n)	: the process of discussing something with someone in order to reach an agreement with them, or the discussions themselves.
barter ['bɑ:tə](v)	: to exchange goods for other things rather than for money.
afford [ə'fɔ:d](v)	: to be able to buy or do something because you have enough money or time.

# APPENDIX E

## FIELD NOTES

**Field Note**  
**UNIT 1- First Meeting**  
**(First Draft)**

Date : February 14, 2011

Time : 07.15-08.45

After the bell rung, I come to the class of XPJ2. I start the lesson by showing a picture and asking some questions based on the picture to the whole class. The students try to answer my questions by looking at the picture. They can answer all of the questions. After answering all of the questions, I also ask the students to read the sentences in the box. Then, I try to find out whether they understand the sentences or not by asking a questions. I ask them what we are going to discuss in this meeting. The students can guess what we are going to discuss in this meeting. It means that the students can understand the sentences in the box. After that I ask them why it is important to learn the topic in Unit 1. The students have difference answers. Some of them answer that it is important to support them in their future work place.

Then, I ask the students to open the next page (Task 1). There is a picture and I ask the students to look at the picture. First, I ask about the clarity of the picture whether the students can recognize the picture well or not. They say that the picture is good and clear. After that, I ask questions based on the picture to the whole class. The students have various answers to each question. The class becomes crowded because there are different answers. I try to make them quiet. The class is under control, after I explain that their answers are all correct. After answering the questions, I ask to the students whether they know what have to be mentioned to describe things or not. The students can answer my questions based on their understanding in comprehending the previous task. They look enthusiastic when they answer my questions. I also tell to them that in this unit, they will know more how to describe things.

Then, I move to the next task (Task 2). I ask the students to read the dialogue first and then answer the questions that follow. I ask the students to do the task by themselves. Some of the students do not know the meaning of some words in this task and ask me, but I do not answer their questions directly. I ask them to open the dictionary first. Some of the students say that they do not bring their dictionary. After giving them enough time to do the task, I discuss the answer together. I write down the answer on the board. Then, I ask to the students what we have to be mentioned to describe things. The students mention colour, price, length, width, origin, etc as the important things to be mentioned in describing things. Then, I ask to the students whether they find any problem in this task or not. The students have no problems and they are attending the lesson well.

I continue to discuss Task 3. Before I ask them to do the task, I ask to them whether they know or not what they are going to do in this task or not. After

the students read the instruction, they know that in this task they are asked to find out the expressions and the responses of describing things from the dialogue provided. Then, I ask about the clarity of the picture. I give them five minutes to find out the expressions by themselves. I walk around to manage the class. After five minutes, I discuss the answers with the students. All of the students can find out the answers. Then, I ask the students about the dialogue, whether they have any difficulty to understand the dialogue or not. The students say that the dialogue clear enough and understandable.

After that, I ask the students to open the next page (Task 4). I read the expressions and the students listen to me. Next, I ask the students to read the expressions together. Then, I ask the students to read the features that are commonly used to describe things. The class is so noisy because all of the students try to pronounce the expressions and features correctly. Sometimes, they laugh because they find themselves mispronounce the words. Some students ask the meaning of the words that they do not know. Such as: steel, fabric, and reddish. After discuss this task, the students know what expressions that can be used to describe things. The students are still enthusiastic to follow the activity. Before I move to the next task, I give them chance to ask some questions or problems that they face during discuss this unit. However, there is no question from the students. They have understood about the expressions that can be used to describe things.

Because there are no problems, I continue by asking the students to do the next task (Task 5). First, I ask about the clarity of the picture. The students have no problem with the picture. They say that the picture is clear enough and colored. Then, I ask the students to complete and practice the dialogue in pairs. I call one student who sits alone in the back to move and sit with the student who sits alone in the front row. The students work in pairs and I walk around to the class to check the students work. A pair of students calls me and asks about their work. Then, I come closer to them and check their work. They have finished to do the work but they refuse to practice the dialogue. So, I ask the other students to practice the dialogue in front of the class. After a few times, two students raise their hands. Then, I ask the first student to practice with her partner. While they are practicing the dialogue, I sit down in the back row. I listen to them while writing the mistake that they made. The other students also listen to them while checking the answers. After the first pair has performed, I ask the second pair to practice the dialogue. I still sit in the back and listen to them. Actually, they (the first and the second pair) have a good performance. However, they are still shy to speak louder. After that, I ask the students whether they find any problem or not. The students have a good response and they have no problem in doing Task 5. They can use the expressions of describing things to complete the dialogue.

The next task is Vocabulary Task (Task 6). I ask the students to do Task 6 individually. I ask to them what they are going to do in this task. After reading the instruction, the students know what they have to do. One of the students asks me to borrow my dictionary. They start to find the meanings in the dictionary and they also know that the vocabulary can be helpful do the next task. The class becomes little noisy because the students who do not bring the dictionary call the

students who bring the dictionary to borrow it. Sometimes, they ask the meaning of words to me to make sure that their answers are correct. After that, I pronounce the word one by one and ask the meanings of the words to the students. Then, I ask the students to pronounce the words after me. After that, I ask to the students about the difficulty that they find in finding the meaning of words in this task. The students have no problem in doing this task. It means that they can find out the meaning of the words in the dictionary.

Next, I explain the rule of Simple Present Tense (Task 7) to the whole class. I give them examples how to use Simple Present Tense. They listen to me and write down what I wrote in the board. I ask to the students if they have any problems. Some of the students nod their head as a sign that they understand. But some students only keep silent and look confused with my explanation.

Then, I ask the students to do Task 8. I ask them to work in pairs. They have to complete the dialogue and practice the dialogue in front of the class. I ask about the clarity of the pictures both number one and two. I also ask the student to look at both of the dialogues. Then, I ask whether everything is clear or not. They answer that the pictures are beautiful, and they like the bag. One of the students raises her hand and asks how to finish number two because there is only one incomplete part. Then I give explanation to the whole class that actually number two is similar with number one. They understand and they begin to do the task. I walk around the class to check their works. They look concentration to complete the dialogue. Some of them discuss and practice the dialogue with their partners.

I look at the clock and release that there is only 5 minutes to go. So, I ask the students to continue their work at home. I also remind them that in the next meeting they have to practice the dialogue in front of the class. I also give them homework on page eleven and I ask them to work in pairs. I ask once again whether they find problems or not. Because no student has questions, I close the lesson by saying a prayer and good bye.



**Field Note**  
**UNIT 1- Second Meeting**  
**(First Draft)**

Date : February 21, 2011

Time : 07.15-08.45

I come to the class after the bell rang. I greet the students and ask them to say a prayer. Then, I ask the students about the last materials. They still remember the last materials and mention the expressions of describing things. After that, I ask about the homework. They open their homework and I walk around the class to make sure that all the students have finished the homework. The students have completed the dialogue using appropriate expressions. Then, I ask the students whether they have any problems or not when they did the homework at home. The students answer that they have no problem. So, I ask the students to practice the dialogue in Task 8. I give the students chance to practice the dialogue in their seats with their partners. After that, I invite them to come in front of the class. A student raises her hand. She wants to practice the dialogue with her partner. They come to the class, and the other students listen to them. I write some words that are mispronounced. After the first pair has performed, I invite the other students. One student raised her hand. I asked them to come in front of the class. They look shy and afraid. They are starting to practice the dialogue with soft voice. So, I move to the back row and ask them to read using loud voice. While they practice the dialogue, I also write some words that are mispronounced. After that, I give chance to the other students to practice. However, no one wants to come in front of the class. So, I discuss the words that are mispronounced. I write the sentences and read it. I ask the students to repeat it.

After that, I ask about their homework on page eleven. Then the students open the book and show the homework to me. I ask them if they find any difficulties when they did their homework at home. They tell me that they have no problems. Then I ask about the clarity of the pictures. They say that all of the pictures are clear and understandable. I check the students' homework and they have done their homework correctly. I tell to the whole class that they have to memorise their own dialogue and then practice it in front of the class. The students shout and say that it is so difficult to memorise the dialogue. Then, I explain that each student only memorise their part. The students understand and start to practice to memorise the dialogue in their seats. I give them time about ten to fifteen minutes to memorise the dialogue. After fifteen minutes, I give the students chance to come in front of the class. But the girls suggest that the boys have to practice first. So, I call the boys to practice the dialogue. They have been ready and come in front of the class. The other students smile and listen to them (boys). I move to the back row and listen to them. Before they start to practice, I ask them to speak using loud voice. They understand and nod their head. They start to practice and I listen carefully. I have provided a piece of paper to write the mistakes. They practice using loud voice, but sometimes they forget the dialogue. After they performed, I invite the other students to practice. Two girls come in front of the class

as volunteers. I still stay in the back row and listen to them. After they performed, I ask to the whole class whether they have any problem or not. The students have understood and have no problem in doing this task.

The next activity is playing a game. I give the students 10 minutes to play this game. I ask them whether they have known this game or not. They say that, it is the first time they play this game. The students look happy and interested to play the game. I explain the rules then start the game. I give a red card for the student who sits in the front right corner. Then the blue card is given for the student who sits in the front left corner. Then I lead the game and ask them when they have to stop and play the game. All of the students can follow the game well. They can describe and guess the things that are described. The students enjoy the game and ask me to play again. Unfortunately, we have no enough time to play the game again. I ask the students to be quiet and continue to the next task.

Then, I ask them to read the instruction of Task 10. I ask them to image the situation first, before they choose the situation to make a dialogue. Then, they read the instruction and start to do the task. I walk around to manage the class and check their work. After I give the students enough time to make a dialogue in pairs, I ask some of the students to practice the dialogue in front of the class with their partners. Two pairs of students want to be volunteers and come to the class to practice their own dialogue. They practice the dialogue like a true customer and shop assistant. Each pairs describes different things and they can make the dialogue well. They can describe the things clearly.

After that, I move to the next page. I ask them to do Task 12 in a piece of paper and ask them to submit it to me. It is because there is no enough time to practice the dialogue. Some of the students do not know what they are going to do. So, I ask the students to read the instruction carefully. Finally the students understood what they have to do in this task. While the students making the dialogue with their partners, I walked around the class to check the students' works. In about 20 minutes they can be able to make the dialogue.

After they submitted the work, I ask them to read the technical terms of marketing. However, they do not understand and ask me to change the meaning into Indonesia. They have problem to understand the terms. I try to explain the meaning of the terms one by one, but only some terms that I can explain because there is no enough time to give more explanation. So, I ask the students to read them at home. Before I close the lesson, I ask them whether they face problem or not during do the whole unit. The students answer that they have understood. To check the students understanding, I ask the students to describe the bracelet that I wore. They can describe my bracelet well. Then, I make a conclusion about the materials. I ask the students what expressions are needed to describe things. They mention the expressions using loud voice. Then, I administer the third questionnaire to the students. I ask them to response the questionnaire honestly. Because the time is up, I ask one of the students to collect the questionnaire when first break. Finally, I close the lesson by saying a prayer and say good bye.

**Field note**  
**UNIT 2-First Draft Implementation**

Date : February 22, 2011

Time : 11.15-13.40

I come to the class at 11. 15. Then, I greet the students. After that, I ask to them who don't come today. There are three students who are sick and two students who help the owner of the school canteen serve the other students. Before I start the lesson, I distribute the new materials for them. Then, I ask them to read the title and look at the pictures. I ask some questions related to the pictures to the students. The students can answer my questions well. They can understand the pictures well. Then I ask the students to read the sentences in the box. Some of the students understand but the others not. After that, I ask to the students whether they can guess what we are going to discuss in this unit or not. The students can guess correctly.

Then, I move to the next task (Task 1), I ask them to look at the picture. I ask them some questions based on the picture. I also ask them to imagine when they are in a book shop want to buy books, usually what questions that they will ask to the shop assistant. They have different questions to be asked for the shop assistant. Before they answer my questions, the students discuss with their friends. The students can imagine the situation in that picture. The class becomes noisy because all the students give the answers in the same time. They are active and enthusiastic in attending the activity in Task 1. When I ask about the picture whether it is clear or not, the students answer that the picture is clear enough. From this task the students know what expressions that can be used to ask information.

I continue to discuss Task 2. I ask the students to read the instruction first. After they read the instruction, they can understand it. They start to read the dialogue and answer the questions. I ask the students to work individually. I walk around the class and check the students' works. However, some students decide to discuss Task 2 with their friends. After they have finished their work, I discuss the answer together. They are active answering the questions. They are able to understand the dialogue, so they can answer the questions correctly. They also can find some expressions of asking for information from this dialogue. The students are active in attending the activity in Task 2.

The next is Task 3. I explain about the expressions of asking for information. I read some of the expressions and ask the students to repeat after me. The students are also introduced to cardinal and ordinal numbers. I pronounce the numbers and show the difference between two sounds which have similar sound. They nod their head and repeat after me. The class becomes noisy because the students pronounce the expressions together. The students are able to pronounce the expressions correctly and they also are able to use the cardinal and ordinal numbers.

Then, I ask the students to open the next page (page 6, Task 4). I ask the students to read the instruction. Then, I ask to them whether they understand or not.

The students answer that they understand and begin to find out the meaning of the words individually. In this meeting, the numbers of students who bring the dictionary are more than the students who do not bring the dictionary. They enjoy doing this task because I have provided the meaning in Box B. The students have no problem finishing this task. They can match all the words correctly. They have new words after doing this task. I also ask the students to pronounce the words by looking at the phonetic transcription in the bracket. I correct their pronunciation, if the students mispronounce the words.

After that, I move to the next task (Task 5). I ask the students to work in pairs. They agree and begin to read the dialogue and find out the expressions of asking for information. I walk around the class to manage and check their works. They can understand the dialogue and they have no problems in finding the expression from the dialogue. After they have found all of the expressions from the dialogue, the teacher discuss the answers with the whole class. They still look enthusiastic in attending this lesson.

After that, I explain the formula of Wh-questions to the whole class. I write the example on the board and explain how to use it. The students are silent. They listen to my explanation. Some students ask me to explain more because they still do not understand. They have difficulties to remember the rules and use Wh-questions. After I repeat my explanation, they become understand.

Then, to make sure that they really understand about Wh-Questions, I ask them to do Task 7. I ask them to work in pairs again. The class becomes noisy because the students try to practice the dialogue while they are completing the dialogue. After they have finished, I discuss the answer together. The students can complete the dialogue correctly. Then, I give the students chance to come in front of the class. A student raises her hand. She wants to practice the dialogue with her partner. The other students listen to them while checking the answers. Then, I ask the other students to practice the dialogue once more. After waiting for a minute, a student raises her hand. She practices the dialogue in front of the class with her partner. Then, I ask the other students to be quiet and listen to their friends' performances. They have no problems in comprehend the dialogue, so they can practice the dialogue well.

I move to the next task (Task 8). I ask the students to read the instruction, after that I explain to them that they have to memorise the dialogue. First, I give them time to complete the dialogue in pairs. After that, I discuss the answers together. The students have no problems in completing the dialogue. They also have no problem in understanding the dialogue. Then, I ask them to memorise the dialogue. They understand because in the last meeting I have asked them to do the same thing. I give them time about 15 minutes to prepare. I let them to practice in their seats before they come in front of the class. The class becomes little noisy because the students try to practice the dialogue with their partners. I walk around the class to check and manage the class. After I give them enough time to prepare, I ask them to practice the dialogue in front of the class. Then, one of the students raises her hand. She wants to

practice the dialogue with her partner, but she asks me to be not angry if they forget some parts of the dialogue. Then, I tell all the students that I will not be angry if they forget some parts of the dialogue. Finally, the students come in front of the class and practice the dialogue. I ask the other students to listen to them. After they have performed, I ask the other students to practice the dialogue. Then, one of the students comes in front of the class with her partner. All of the performances are good. They are not afraid to practice the dialogue in front of the class.

Then, I tell the students that I have a game (Task 9). I say that they have to stay in their own seats. The students are enthusiastic to hear that. However, after I explain the rules of the game, the students say that the game is too difficult for them. They say that they cannot play the game because they do not know how to say in English. Then, their face looks so disappointed. The class becomes crowded because the students talk to each other. Then, I try to make them calm by explaining more detail and giving them example. I ask them to play the game once. It is true that the students have difficulty to play this game.

I ask the students to read the instruction in Task 10. The students have no problems to understand the instruction. They have understood what they have to do. Then, I ask them to work in pairs again. The students have no objection to work in pairs again. I give them 15 minutes to make a dialogue. While they are making the dialogue, I walk around the class to check the students' works. Some students ask me about their works. They can make a dialogue based on the situation. Then, I ask one of the students to practice the dialogue in front of the class. In this task, I ask the boys to practice, because they will not come to the class if I do not ask them. After I call their names, they come in front of the class and practice the dialogue. The other students listen to them. After that, I ask a pairs of students to practice. A student wants to be a volunteer.

Then, I ask the students to read the instruction in Task 11. The students have no problems to understand the instruction. The students do not refuse to work in pairs. I give them time about 15 minutes to make the dialogue in pairs. I walk around the class to make sure that all the students understand and do the task. They have no problem with the data and they can make the dialogue after 15 minutes. Then I ask one of the students to practice the dialogue. Then a student raises her hand. She comes in front of the class with her partner. The other students are still enthusiastic to listen to their friends' performances.

The next is Task 12. I ask the students to read the instruction. They have no problems with the instruction. They understand what they have to do. They make the dialogue based on the picture with their partners. They also have no problem with the picture. I walk around the class to check and manage the class. The students look serious to do the task. After a few minutes the students can finish the work and submit it to me. In this task, I do not ask the students to practice the dialogue. I just ask them to make the dialogue and submit it to me.

I use the rest time to ask about the materials. I ask them whether they have problems in Unit 2 or not. The students have no problems. Then, I check the students

understanding by showing a rubik to them. I ask them to give me some questions to get information about rubik. The students give me some questions such as asking the price, asking the other models, asking the shape, etc. The students are active and enthusiastic to respond my questions. Then, I make the conclusion about the materials that we have learnt today. Before I close the lesson, I ask the students to read the Technical Terms of Marketing because there is no time to discuss it in the class. Finally, I close the lesson by saying good bye.

**Fieldnote**  
**UNIT 3-First Draft Implementation**

Date : March 1, 2011

Time : 11.15-13.40

I come to the class at 11.15. Then I greet the students. After that, I ask to them who don't come today. There are three students who are sick and two students who help the owner of the school canteen serve the other students. Before I start the lesson, I distribute the new materials for them. Then, I ask them to read the title and look at the pictures. I ask some questions related to the pictures to the students. The students can answer my questions well. They can understand the pictures well. Then I ask the students to read the sentences in the box. Some of the students understand but the others not. After that, I ask to the students whether they can guess what we are going to discuss in this unit or not. The students can guess correctly.

Then, I move to Task 1, I show a picture to the whole class and ask them to look at the picture on their modul. I ask them some questions based on the picture. The students answer together, so the class becomes noisy. They can answer all the questions. When I ask about the picture whether it is clear or not, the students answer that the picture is clear enough. From this task the students know the expressions of request something. The students also have no problem with the setting. They enjoy working in the whole class.

I continue to discuss Task 2. I ask the students to read the instruction first. After reading the instruction, they can understand it. They start to read the dialogue and answer the questions. I ask the students to work individually. I walk around the class and check the students' works. After they have finished doing their work, I discuss the answer together. They are active answering the questions. They are able to understand the dialogue, so they can answer the questions correctly. The students are active attending the activity in Task 2.

Then I move to the next task (Task 3). I always ask the students to do the same thing i.e. ask them to read the instruction before doing the task. After they read the instruction, they know what they have to do. The students read the dialogue and try to find out the expressions from the dialogue. They have no problems in doing Task 3. After that I discuss the answers together. They can find out the expressions and they can also work with their partners well. Then, I ask the students to practice the dialogue in front of the class with their partners.

Then, I move to the next task (Task 4). I explain the language functions to the students. Then, I ask the students to repeat the expressions after me. The students try to pronounce the expressions. They know the expressions of request after they learn Task 4. They can work well in the whole class.

To check the students understanding about language functions, I ask them to do Task 5. They read the instruction and start to do the task. I walk around the class to check the students' work. I see the students' works one by one. They can do the

task well. Then, I ask the students to practice one of the dialogues in front of the class. Two pairs of students are willing to practice the dialogue in front of the class. The other students listen to their friends in their seats. After they learn this Task, they are able to use the expressions of request.

Then, I ask the students to study the grammar rule in Task 6. After they read the examples, they are still confused. To make them understand, I explain the rule of grammar how to use modals in a sentence. After I explained the rule in front of the class, I ask the students to give me an example of a sentence using modals. Some students can mention the sentences from their seats. They have no problems working with the whole class.

In order to check the students understanding about grammar, I ask them to do Task 7. They do not need much time to do the task. After they have finished doing the task, I discuss the answers by calling the name of the students one by one. They can do the task well by them selves. They look enthusiastic attending this task.

After that I ask the students to do Task 8. I ask them to work in pairs. They read the instruction and give me a question related to the task. A student asks me whether they have to make some dialogues based on the situations or only make a dialogue. Then, I explain to them that they have to make dialogues based on those situations. They only need to make simple dialogues. The students understand and start to make the dialogues. I walk around the class to see the students' work. They are able to make the dialogue with their partners. They have no problem making the dialogues based on the situations. After all students have finished doing the task, I ask one of them to practice one of the dialogues. I tell them that I need five pairs of students to practice the dialogues based on each situation. Some students raise their hand and want to practice the dialogue.

Then, I ask the students to continue the lesson by playing a game (Task 9). The students look enthusiastic joining the game. I give them 15 minutes to play the game and I lead the game. I divide the students into 4 groups because there are 4 rows in the class. I whisper the different expression of request to the students who sit in the back. Then, that students whisper that expression to the student in front of them. The game is not too difficult, so the students can play the game. It runs well and the students feel better.

After playing the game, I ask them to do Task 10. They read the instruction and understand what they have to do in Task 10. They make a dialogue based on the picture in Pairs. I walk around to check the students' work and manage the class. After that, I ask them to practice the dialogue in front of the class. I only ask a pairs to practice the dialogue, because there is no much time. They have no problems with the picture and they can understand the picture. So, the students are able to make the dialogue using appropriate expressions.

After that I move to the Task 11. Actually, this task has to do at home as homework, but I ask the students to do Task 11 in the school because we have one meeting only in Unit 3. They read the instruction and the situation in that task. Some of them are confused and I try to make them clear by explaining the situation to them.



After they understand, I ask them to start making a dialogue in pairs. Then, I ask them to practice the dialogue after they have finished their work. After they did task 11, they know how to use the expressions of request.

I continue to the task (Task 12). I ask the students to read the instruction and look at the picture carefully. I ask them to work in pairs and look at the previous tasks to help them making the dialogue. In this task, the students do not need to practice the dialogue in front of the class, because there is no enough time. So, I ask them to submit their works to me. They can do the task on time. It means that they have no problems doing this task. They are able to use the appropriate expressions.

I use the rest time to ask about the all materials. I ask them whether they have problems in Unit 3 or not. The students have no problems. They look enjoy in joining the activities. They are also active in attending the teaching and learning process. They have no big problems during the teaching and learning process. It means that they have no problems in doing the tasks in pair, group, or individual. Then, I check the students understanding by asking them to mention the expression of request. Some students mention the expressions. Then, I make the conclusion about the materials that we have learnt today. Before I close the lesson, I ask the students to read the Technical Terms of Marketing because there is no time to discuss it in the class. Finally, I close the lesson by saying good bye.

**Field Note**  
**UNIT 1- Second Draft**

Date : May 10, 2011

Time : 08.45-11.15

I come to the class with the English teacher. Then, she tells the students that today I will teach them again. After that she leaves the class, I open the lesson by greeting the students and calling the roles. Then, I ask the students to say a prayer and distribute the materials for them. I start the lesson by showing a picture and asking some questions based on the picture to the whole class. The students try to answer my questions by looking at the picture. They can answer all of the questions. After answering all of the questions, I also ask the students to read the sentences in the box. Then, I ask to them whether this task is successful to lead them to the main activity or not. The students agree that this task is successful to lead them. It is proved by the students who can guess what we will learn today. They know that today they will learn how to describe things. Then, I tell the students the importance or the reason of studying this topic today. Before I move to the next task, I ask the students whether they have any difficulty or not in this discussion.

Then, I move to the next task (Task 1). In this task, the students are asked to look at the picture and answer some questions based on the picture. The teacher gives the students some questions orally. The students have no problems to answer the questions. It means that the picture is clear and helps the students answer the questions. They also have no problem to work in the whole class. After learning this task, the students can guess what we are going to learn in this unit.

Then, I move to the next task (Task 2). I ask the students to read the dialogue first and then answer the questions that follow. I ask the students to do the task by themselves. The students have no problems to understand the dialogue. They are also able to answer the questions. It means that the dialogue is understandable. They can look at the table if they cannot understand some words in the dialogue. I walk around the class to manage the class and see the students' works.

I continue to discuss Task 3. Before I ask them to do the task, I ask them to read the instruction. They know what they have to do in this task after they read the instruction. Then, I ask whether the picture is clear or not. They said that the picture is clear enough. After that I ask the students to do the task individually. During the students do the task, I walk around the class to manage the class and see the students' works. After they have finished doing the task, I discuss the answers with the students. All of the students can find out the answers. It means that they have no problem understanding the dialogue. Now, the students are more familiar with the expressions that can be used to describe things.

After that, I move to Task 4 the expressions and ask me if they have any problem. Some of the students ask me about the meaning of the expressions.

Before I answer their questions, I pronounce the expressions and ask them to repeat after me. To answer their questions I tell them the meaning of the responses. Then I ask them to guess what the meaning of the expressions based on the responses. Then, I ask the students to pronounce the features that are commonly used to describe things. The class is so noisy because all of the students try to pronounce the features correctly. They pronounce the features with their friends in the class. Sometimes, they laugh because they find themselves mispronounce the words. I ask them to open the dictionary if they find unfamiliar words. After discuss this task, the students know what expressions that can be used to describe things. Before I move to the next task, I give them chance to ask some questions or problems that they face during discuss this unit. However, there is no question from the students. It means that they have understood about the expressions that can be used to describe things.

I continue the lesson by asking the students to do the next task (Task 5). First, I ask about the clarity of the picture. The students have no problem with the picture. They say that the picture is clear enough and colored. Then, I ask the students to complete and practice the dialogue in pairs. The students work in pairs and I walk around to the class to manage the class and see the students' works. Some students call me to see their works. Then, I come close to them and see their works. They have finished doing the work and I ask a pairs of students to practice the dialogue in front of the class. They look shy but they are willing to practice the dialogue. I sit down in the back row. I listen to them while writing the mistake that they made. The other students also listen to them while checking the answers. After the first pair has performed, I give the other chance to the other pairs. Then, a student raises her hand. I still sit in the back and listen to them. They (the first and the second pair) have good performances. After that, I ask the students whether they find any problem or not. The students have a good response and they have no problem doing Task 5. They can use the expressions of describing things to complete the dialogue.

The next task is Vocabulary Task (Task 6). I ask the students to do Task 6 individually. After reading the instruction, the students know what they have to do in task 6. I ask them whether they bring the dictionary or not. Most of the students do not bring the dictionary. Then, I show my dictionary and a student in front of me asking to borrow my dictionary. They start to find the meanings of the words in the dictionary. The class becomes little noisy because the students who do not bring the dictionary call the students who bring the dictionary to borrow it. After that, I pronounce the words one by one and ask the meanings of the words to the students. Then, I ask the students to pronounce the words after me. After that, I ask to the students about the difficulty that they have. The students have no problem in doing this task. It means that they can find out the meaning of the words in the dictionary. They also know that the vocabulary can be helpful to do the next task.

Next, I explain the rule of the Simple Present Tense (Task 7) to the whole class. I give them examples how to use the Simple Present Tense. They have no problems to work with the whole class. They listen to me and write down what I wrote in the board. I ask to the students if they have any problems or not. I ask

some students to make sure that the students have understood. However, one of them answers that they are still confused and asks me to repeat the explanation. So, I repeat my explanation until she understands how to use the simple present tense. After that, I ask them to do the task. They are able to do the task. It means that they understand how to use the Simple Present Tense.

Then, I ask the students to do Task 8. I ask them to work in pairs. They have to complete the dialogue and practice the dialogue in front of the class. I ask about the clarity of the pictures both number one and two. I also ask the student to look at both of the dialogues. Then, I ask whether everything is clear or not. They have no problems with the dialogues. So, they start to complete the dialogues. I walk around the class to see their works. They look concentration to complete the dialogues. After they have finished completing the dialogues, I give them chance to practice one of the dialogues with their partners in their seats. After that, I ask them to practice the dialogue in front of the class. Two pairs of students practice the dialogue in front of the class. The first pairs practice the first dialogue, while the second one practice the dialogue number two. They can cooperate with their partners in this task. It means that the students are able to use the Simple Present Tense and use appropriate expressions to complete the dialogue.

The next activity is playing a game (Task 9). I give them 10 minutes to play this game. The students look happy and interested to play the game. I explain the rules then start the game. First, I divide them into two groups, because there are four rows in the class, I divide them into two groups. Each group consists of two rows. I give them a red card for the student who sits in the front right corner. Then the blue card is given for the student who sits in the front left corner. Then I lead the game and ask them when they have to stop and play the game. All of the students can follow the game well. They can describe and guess the things that are described. The students enjoy the game and ask me to play again. Unfortunately, we have no enough time to play the game again. I ask the students to be quiet and continue to the next task.

Then, move to the next task (Task 10). I ask the students to read the instruction. They have no problem with the instruction. After that they start to make a dialogue based on the situation provided. They can understand the dialogue. I walk around the class to manage the class and check their works. In order to make them interested to practice the dialogue, I play the game before asking them to practice the dialogue. I give a glass of waters to the student who sits in the front right corner. Then, I ask that student to give the glass to the students next her while listening the English song. When the music stops, I will see where the glass stops. Then, the student who has the glass should practice the dialogue in front of the class with their own partners. I play this game twice to get two pairs of students to practice the dialogue. After playing the game, I ask the students to practice the dialogue. Two pairs of students practice the dialogue in front of the class. They can cooperate with their partners to make and practice the dialogue. Their performances are well. They have a loud voice so I can hear clearly. After they have practiced, the bell is ringing. It's time to have a break. So, I tell the students to continue the next lesson after the break.

After having the break the students look better. They look fresh. Then, I ask them to do Task 11. The first, I ask about the pictures. They say that all of the pictures are clear and understandable. I tell to the whole class that after they have finished making the dialogue, they have to memorise their own dialogue and then practice it in front of the class. The students shout and say that it is so difficult to memorise the dialogue. Then, I explain that each student only memorise their part. The students understand and start to practice and memorise the dialogue in their seats. I give them time about ten to fifteen minutes to memorise the dialogue. After fifteen minutes, I give the students chance to come in front of the class. No one wants to practice the dialogue, because they are afraid and shy. Then, I choose one of the students randomly based on the date. That student comes to the class with her partner and practices the dialogue without looking to the book. I only ask a pairs of students to practice the dialogue because there is no enough time. The students can cooperate with their partners to do this task. They can make the dialogue based on the picture using appropriate expressions. It means that they are able to use the appropriate expressions in the dialogue.

After that, I move to the next page. I have no much time, so I ask them to do Task 12 in a piece of paper and submit it to me. I ask the students to read the instruction carefully. The students understand what they have to do in this task. While the students making the dialogue with their partners, I walked around the class to check the students' works. They look seriously doing the task and they are able to cooperate with their partners. So, in about 20 minutes they can be able to make the dialogue.

After they submitted the work, I ask them to read the technical terms of marketing. I try to explain the meaning of the terms one by one, but only some terms that I can explain because there is no enough time to give more explanation. So, I ask the students to read them at home. Before I close the lesson, I ask them whether they face problem or not during learning Unit 1. The students answer that they have understood. To make sure that the students really understand, I ask the students to describe the shoes that I wore. They can describe my shoes well. Then, I make a conclusion about the materials. I ask the students what expressions are needed to describe things. They mention the expressions using loud voice. Then, I administer the fourth questionnaire to the students. I ask them to response the questionnaire honestly. Because the time is up, I ask one of the students to collect the questionnaire before they go home. Finally, I close the lesson by saying good bye.

**Field note**  
**UNIT 2-Second Draft**

Date : May 19, 2011  
Time : 08.45-11.15

I come to the class at 08.45. Then, I greet the students and check the students' attendance. After that I distribute the developed task of Unit 2 to the students. Then, I ask them to read the title and look at the pictures under the title. I ask some questions related to the pictures to the students. The students can answer my questions well. They can understand the pictures well. Then I ask the students to read the sentences in the box under the pictures. Some of the students understand but the others not. After they answer the questions and read the sentences in the box, some of the students can guess what they are going to learn in Unit 2.

I start to discuss Task 1. I ask them to look at the picture. After that, I ask them to describe the activity in that picture. Then, I ask some questions based on the picture. I also ask them to imagine when they are in a book shop want to buy books, usually what questions that they will ask to the shop assistant. They have different questions to be asked for the shop assistant. Before they answer my questions, the students discuss with their friends. The students can imagine the situation in that picture. The class becomes noisy because all the students give the answers in the same time. They are active and enthusiastic in attending the activity in Task 1. When I ask about the picture whether it is clear or not, the students answer that the picture is clear enough. From this task the students know what expressions that can be used to ask information. They also have no problem doing this task in the whole class.

I continue to discuss Task 2. I ask the students to read the instruction first. After reading the instruction, they know what they have to do in this task. I ask them to work in pairs and they do not refuse. I give them chance to answer the questions based on the dialogue. I walk around the class and see the students' works one by one. I come close to their seats and ask them whether they have problems or not. After they have finished their work, I discuss the answer together. The students are active answering the questions. They can answer the questions correctly. They could recognize the expressions of asking for information. It means that the students are able to understand the dialogue.

I move to Task 3. I ask the students to read the instruction. After they read the instruction, they start to read the dialogue and find out the expressions in pairs. They could cooperate with their partner. I walk around the class to manage and see the students' works. In a few minutes, the students can find all the expressions from the dialogue. It means that the students have no problems understanding the dialogue. After that, I discuss the answer with the students. They are active mentioning the answer. They look enthusiastic attending the activity. They can collect some expressions from the dialogue.

After that I continue to discuss Task 4. I ask the students to look at Task 4. Then I explain about the expressions of asking for information to the whole class. After that I ask the students to repeat after me. The students are also introduced to cardinal and ordinal numbers. I pronounce the numbers and show the difference of each number. The class becomes noisy because the students try to pronounce the expressions together. The students are able to pronounce the expressions correctly and they also are able to use the cardinal and ordinal numbers. It means that the teacher has given them a clear explanation. There is no question from the students related to the input. It means that they also have no problems with the input. They are active in the classroom when pronouncing the expressions and the cardinal numbers. They

The next is Task 5. In order to make sure that they understand the expressions, I ask them to do Task 5. I ask them to read the instruction. After reading the instruction, the students know what they have to do in this task. They do this task in pairs. They can cooperate with their partner. They discuss the answer together. I walk around the class to manage the class because the students are little noisy. I ask them to lower their voice. After they have finished completing the dialogue, I ask the students to practice the dialog in front of the class. A girl raises her hand and I ask her to come to the class with her partner. The other students listen to them while checking the answers. Then, I ask the other students to practice the dialogue once more. I see a student in the back raises her hand. Then, I ask her to practice the dialogue with her partner. I ask the other students to be quiet and listen to their friends' performances. They have no problems comprehending the dialogue, so they can practice the dialogue well.

I move to the next task (Task 6). I ask the students to read the instruction. After they read the instruction, they start to do the task. I ask them to work individually and they do not refuse. Some of the students did not bring the dictionary, so the class becomes noisy. The students talk to each other to borrow the dictionary and ask the answers. Then, I try to make them calm and show my dictionary. Some students ask to borrow the dictionary. After they finished doing the task, I discuss the answer together. Then, I pronounce the words one by one and I ask the students to repeat after me. The students look happy doing this task. They are active during the teaching and learning process. This task enriches their vocabulary. The words in this task are understandable.

After that, I explain the formula of Wh-questions to the whole class (Task 7). I write the example of questions using Wh-questions on the board. Then, I explain how to use it and how they are formed. The students listen to me and keep silent. They write down what I have said. Then, I make sure that they understand about my explanation. I ask the students to give me another example. Some students give them example questions using Wh-questions. Then, the students are also asked to complete the dialogue using Wh-questions. They can complete the dialogue well. It means that the students do understand how to use Wh-questions.

I move to the next task (Task 8). I ask the students to read the instruction. Then, I explain that in this task they have to memorise the dialogue. First, I give them time to complete the dialogue in pairs. After that, I discuss the answers together. The students have no problems understanding the dialogue, so they can complete the dialogue. After that I ask them to practice the dialogue with their partners in their seats. I give them time to memorise the dialogue. I walk around the class to check and manage the class. After I give them enough time to prepare, I ask them to practice the dialogue in front of the class. I sit in the back row to listen to the students and to correct their mistakes. One of the students raises her hand. She wants to practice the dialogue with her partner. The students come in front of the class and practice the dialogue. I ask the other students to listen to them. After they have performed, I ask the other students to practice the dialogue. Then, one of the students comes in front of the class with her partner. All of the performances are good. They are not afraid to practice the dialogue in front of the class. They are active in the classroom. Now, the students are more familiar with some situations that may occur in the future. They are also more familiar to make a dialogue. They can also cooperate well with their partners.

Then, I tell the students that I have a game (Task 9). I say that they have to stay in their own seats. The students are enthusiastic to hear that. Then, I divide them into four groups. Each group has different things. I have given a price tag on the things. The students ask information related to the things in their group. They have to ask a simple question using Wh-question. There is no punishment, so every student could try to ask a question to me. I am as a participant in this game because I am as the shop assistant and the students as the customers. The game run well and all the students can participate well. It means that the game easy to be played. They can ask a simple question to find information about the things.

I ask the students to read the instruction in Task 10. The students have no problems to understand the instruction. They have understood what they have to do. Then, I ask them to work in pairs again. The students have no objection to work in pairs again. I give them time to make a dialogue. I walk around the class to check the students' works. Some students ask me about their works. Then, I come close to them and see their works. They can make a dialogue based on the situation. There is no problem to understand the situation. Then, I ask one of the students to practice the dialogue in front of the class. In this task, I ask the boys to practice, because they will not come to the class if I do not ask them. After I call their names, they come in front of the class and practice the dialogue. The other students listen to them.

Then, I ask the students to read the instruction in Task 11. The students have no problems understanding the instruction. The students do not refuse to work in pairs. I give time about 15 minutes for them to make the dialogue in pairs. I walk around the class to make sure that all the students understand and do the task. They have no problem with the data and they can make the dialogue after 15 minutes. Then I ask one of the students to practice the dialogue. Then a student raises her hand. She comes in front of the class with her partner. The other students are still enthusiastic to



listen to their friends' performances. After they do the task, they are more familiar with the situation that may occur in the future. They also have enough knowledge to face the same situation in the real world.

The next is Task 12. I ask the students to read the instruction. They have no problems with the instruction. They understand what they have to do. I tell them that in this task, they do not need to practice the dialogue. I just ask them to make the dialogue and submit it to me. Then, they make the dialogue based on the picture with their partners. They can cooperate with their partners and finish the work. They also have no problem with the picture. I walk around the class to check and manage the class. The students look serious to do the task. After a few minutes the students can finish the work and submit it to me. After they do this task, they can prepare themselves to face the same situation in the real world.

I use the rest time to ask about the materials. I ask them whether they have problems in Unit 2 or not. The students have no problems. Then, I check the students understanding by showing a rubik to them. I ask them to give me some questions to get information about rubik. The students give me some questions such as asking the price, asking the other models, asking the shape, etc. The students are active and enthusiastic to respond my questions. Then, I make the conclusion about the materials that we have learnt today. Before I close the lesson, I ask the students to read the Technical Terms of Marketing because there is no time to discuss it in the class. Finally, I close the lesson by saying good bye and a prayer.

APPENDIX F  
INTERVIEW  
GUIDES  
AND  
INTERVIEW  
TRANSCRIPTS

INTERVIEW GUIDES  
AND  
INTERVIEW TRANSCRIPTS  
  
EXPERT JUDGMENT

### **Interview Guides**

1. Bagaimana pendapat Anda mengenai materi yang sudah saya kembangkan?
2. Apa saja kekurangan yang terdapat dalam materi yang sudah saya kembangkan?
3. Apa saran Anda untuk memperbaiki kekurangan materi yang telah saya kembangkan?

## Interview Transcript

This interview is between the researcher and one of the English teachers at SMK N 1 Yogyakarta. It was done on February 8<sup>th</sup>, 2011, at 12.00. This interview was to revise the material of UNIT 1. The interview was transcribed as follow.

- Researcher : Selamat siang Ibu.  
 Teacher : Siang.  
 Researcher : Ini mau minta waktunya sebentar, mau menanyakan tentang evaluasi materi kemarin yang sudah saya berikan pada Ibu. Menurut pendapat Ibu mengenai materi yang sudah saya kembangkan bagaimana Bu? Ya secara *general* saja.  
 Teacher : Ya... secara *general* ini e... penampilannya bagus. Hehehe (tertawa)  
 Researcher : Hehehe....dan bagaimana dengan kontennya Bu?  
 Teacher : Penampilan bagus tapi untuk kontennya ini ya e... apa ya, jadi malah kurang simpel, untuk dipahami ke siswa jadi malah kurang simpel. Jadi ketika kita membuat semacam *hand out* itu kan diharapkan saat siswa e... saat guru tidak ada, siswa bisa mengerjakan sendiri tanpa bantuan fasilitator oleh guru. Kalau yang seperti ini kan siswa sepertinya masih membutuhkan penjelasan untuk mengerjakan beberapa *assignment* yang ada.  
 Researcher : Jadi untuk instruksinya maksudnya Bu?  
 Teacher : Ya untuk instruksinya. Jadi memang untuk membuat instruksi untuk kelas X itu harus sedetail- detailnya dan sejelas- jelasnya bahkan kalau mungkin diberi contoh. Misalkan disuruh apa, itu ada contohnya, sehingga mereka langsung paham, apalagi dengan keterbatasan *vocabulary* mereka, tentu saja mereka akan merasa kesulitan untuk mengerjakan soal tanpa dijelaskan oleh guru.  
 Researcher : Jadi kekurangannya itu Bu? Mungkin masih ada yang lain Bu?  
 Teacher : Emm... mungkin untuk ini ya apakah ini khusus untuk *speaking*?  
 Researcher : Iya Bu.  
 Teacher : Tidak ada *writing*, jadi mungkin hanya *speaking* dan *listening* saja?  
 Researcher : Tidak, jadi memang ini difokuskan hanya untuk *speaking* saja.  
 Teacher : Iya, tapi sebenarnya *speaking* itu akan berbeda dengan *reading* ya? hehehe  
 Researcher : Iya Bu.  
 Teacher : Itu perlu dibedakan, saya membaca disini siswa kebanyakan diminta membaca. Kalau *speaking* itu kita memberi stimulus, kita memberi apa ya, stimulus kemudian siswa berpikir sendiri kemudian *speak* itu *speaking*.  
 Researcher : Jadi kalau menurut Ibu *task* nya harus seperti apa?  
 Teacher : Untuk *speaking* jadi pertama dari yang simpel dulu. Misalnya mau mencari tahu pengetahuan *vocabulary* anak itu seberapa.

Beri stimulus satu macam benda misalkan kira-kira kata-kata apa saja yang berhubungan dengan benda itu. Nah, itu kan nanti mereka *speak*. *Speak* itu adalah spontan tanpa mereka menulis atau melihat teksnya.

Researcher : Emm....

Teacher : Atau mungkin bentuk yang lainnya kalau dalam bentuk tertulis siswa diberi stimulus dalam bentuk pertanyaan. Tapi pertanyaannya yang sesuai dengan level siswa, mereka kan masih level *novice* misalnya *bargaining*. Itu nanti siswa dikasih pertanyaan terus nanti responnya gimana.

Researcher : Jadi menurut Ibu, ini terlalu berat untuk siswa ya Bu?

Teacher : Iya...mereka itu apa ya istilahnya, ya mereka belum bisa memahami instruksi yang selengkap dan sepanjang ini. Dan saya lihat teksnya juga ini panjang-panjang sekali, mungkin bisa lebih dibuat simpel supaya siswanya juga lebih mudah untuk memahami teksnya. Misalnya ini untuk Task 6 dan 7 ini menurut saya dialognya masih terlalu panjang untuk anak-anak. Mungkin bisa disederhanakan lagi. Kemudian yang Task 7 ini apa malah tidak jadi *reading comprehension*?

Researcher : Iya sih Bu... ini memang mirip dengan *reading comprehension*, tapi maksud saya ini saya lebih menekankan pada *speaking* soalnya kan dalam Task ini siswa diminta membaca kemudian mereka diminta maju untuk menceritakan kembali isi bacaannya pada teman-temannya. Jadi lebih seperti *retell* Bu maksud saya.

Teacher : Ehm... ya mungkin bisa kalau begitu.

Researcher : Iya Bu...mungkin masih ada masukan yang lainnya Bu?

Teacher : Mungkin itu saja... Jadi yang perlu diingat pembelajaran yang efektif itu pembelajaran yang membuat siswa lebih cepat memahami dan bisa langsung *production*.

Researcher : Oh... Iya Bu. Terima kasih untuk saran dan waktunya.

Teacher : Iya sama-sama.

## Interview Transcript

This interview is between the researcher and one of the English teachers at SMK N 1 Yogyakarta. It was done on February 14, 2011, at 09.55. This interview was to revise the material of UNIT 2. The interview was transcribed as follow.

- Researcher : Selamat siang Pak.  
 Teacher : Siang.  
 Researcher : Maaf mengganggu ya Pak. Ini saya mau minta bantuan Bapak untuk merevisi materi yang sudah saya kembangkan. Menurut Bapak bagaimana ya?  
 Teacher : Untuk Unit 2 ini yang pertama judul, ini menggunakan judul “The Price Is Rp. 2,500,000.00”.  
 Researcher : Iya Pak.  
 Teacher : Nah, saya belum pernah mendengar *native speaker* ngomong seperti ini. Jadi menurut saya kalimat ini ada tapi tidak netral. Dia akan jadi netral kalau diganti menjadi “It’s ...”. Kemudian disini saya lihat ada teks dan tidak ada kaitannya antara judul dengan teks. Mestinya kan kalau ini merupakan Unit 2 kemudian disini ada tertulis dengan huruf kapital yang paling atas ini kan artinya kan judul.  
 Researcher : Iya Pak.  
 Teacher : Nah di teks ini adalah yang dibahas soal *numbers* sementara disini (judul) *price*. Mestinya mungkin judulnya “*Numbers*”.  
 Researcher : Oh...  
 Teacher : Lalu bahasan disini baru bisa tentang *numbers*.  
 Researcher : Maksud saya kan *price* ini juga kan berhubungan dengan *numbers* Pak gitu. Tapi tetap kurang masuk ya Pak?  
 Teacher : Iya... kurang masuk, kurang fokus. Dan walaupun judulnya *numbers* itu buat saya cukup membingungkan karena kalau kita memberii pelajaran atau membuat materi pelajaran itu kan ada dasarnya. Biasanya topik, atau *language function*, atau *grammar*. Itu dasarnya 3 itu. Jadi materinya akan bisa dihubungkan dengan *grammar* tertentu atau *language function* tertentu itu baru nanti *numbers* menjadi bagian dari itu. Misalnya mau dihubungkan dengan apa gitu. Misalnya “*Telephoning*” Nah nanti sebelum masuk ke *telephoning* ada pelajaran tentang *numbers*. Itu cocok, lalu kalau kita bicara tentang tanggal ini kan sudah hal yang lain lagi jadi angka-angka ini dihubungkan dengan kebutuhan *real* manusia gitu. Kalau mau bicara soal harga, harga saja mungkin topiknya “*Buying Things*” atau “*In the Market*” atau apalah judulnya.  
 Researcher : Oh...  
 Teacher : “*Numbers*” sendiri kalau dijadikan topik itu lucu, dalam kehidupan nyata *Numbers* itu kan hanya merupakan bagian dari kegiatan tertentu kita mungkin ketika kita bertelepon, ketika kita

- berbelanja, bertanya tentang kegiatan sehari-hari yang berkaitan dengan tanggal, bulan. Nah, disitu diselipkan *numbers*.
- Researcher : Jadi *numbers* itu bukan *main point* ya Pak?
- Teacher : Bukan, tidak boleh jadi *main point*
- Researcher : Emm... iya Pak.
- Teacher : *Main Point* nya itu misalnya apa, misalnya “*Weekend Activities*” itu kalau topik ya atau apakah “*Holiday*” nanti disitu ada dialog, dialognya tentang liburan kalau ada teks ya teksnya yang berhubungan dengan liburan atau kegiatan orang saat liburan atau tentang hari-hari libur tertentu seperti lebaran, *Christmas* atau apakah gitu. Kemudian ini gambarnya bagus (menunjuk sebuah gambar telepon rumah di dalam Unit 2) tapi angkanya terlalu kecil kalau mau dijadikan untuk *Warming Up*. Sudah berwarna tapi kurang jelas. *Warming Up* kan biasanya *activity centered* guru menunjukkan gambar ke muridnya. Nah ini untuk satu kelas tidak cukup jelas gambar ini, angkanya harus lebih besar lagi jadi gambar teleponnya harus lain, atau bawa sekalian telepon bekasnya.
- Researcher : Oh... iya Pak.
- Teacher : Lha ini maksudnya pertanyaan *what kind of numbers* apa ini?
- Researcher : Ya ini kan kalau *numbers* ada 2 *cardinal and ordinal numbers*, jadi mereka bisa tidak membedakan *cardinal and ordinal numbers*.
- Teacher : Oh... itu sih terlalu ini kayaknya, terlalu *njlimet* maksudnya yang penting kita bilang kalau kita menyebutkan tanggal itu begini. Langsung tidak usah bilang ini *ordinal numbers* ini *cardinal numbers*. Itu akan memberikannya beban yang tidak perlu.
- Researcher : Jadi yang penting mereka tahu kalau mereka mau menyebutkan nomor telepon mereka harus pakai yang mana dan kalau mau menyebutkan tanggal mereka tahu harus pakai yang mana.
- Teacher : Iya yang penting itu. Kemudian ini instruksi buku yang baik atau materi yang baik itu memberikannya materi yang cukup jelas, ini dibuat sesingkat mungkin dan sejelas mungkin. *Read the dialogue below. Then, practice with your friends. After that, answer the questions that follow.* Emm... ini terlalu panjang. Kalau mau lebih jelas misalnya tulis saja *In pairs* ini kalau mereka berdua. *In pairs, practice this dialogue.* *In pairs* ini berarti sudah jelas *pair work* lalu mereka disuruh *practice*. Dan supaya gurunya tahu ini mau disuruh ngapain, kegiatan di awal apa, kegiatan tengahnya apa, kegiatan *follow up* nya apa, itu perlu ada *teaching manual* untuk guru. Yang untuk guru itu diberi panjang lebar, yang untuk siswa singkat-singkat saja terus tidak usah *after that answer the questions that follow*, kasih tau aja guru untuk bertanya atau di sini (menunjuk *space* kosong di atas soal) ada tulisan *answer these questions*, atau pertanyaan ini kenapa tidak diletakkan di atasnya saja. Misalnya diberi tiga pertanyaan saja tidak usah



- banyak-banyak.
- Researcher : Iya Pak, kemudian Pak masih ada lagi mungkin masukannya?
- Teacher : Ini tidak usah ditulis *study the cardinal and ordinal numbers*. Tulis saja *cardinal and ordinal numbers*. Nah, supaya gurunya bisa meramu, kita beri *teaching manual* atau bukunya di disain dibuat lebih besar lagi di sini (menunjuk tepi halaman) dikasih tulisan, guru disuruh ngapain, biar gurunya tahu maunya Anda itu apa. Supaya pelajarannya sukses disini ditulis supaya gurunya tahu. Nah, ini soal angka lagi nih tadi bicara soal angka...jadi tidak sesuai dengan judulnya *price*. Lalu disini tiba-tiba muncul *price*. Kenapa tidak *price*, ini urusan *price* saja. Mereka kita ajari bagaimana sih caranya orang ngomong kalau belanja itu kan lebih kontekstual, nyata sehari-hari sekaligus mereka bisa apa namanya bagaimana menjual dan membeli barang. Itu lebih bermanfaat, kalau hanya *numbers* saja ya bermanfaat sih... tapi kurang kontekstual.
- Researcher : Oh... jadi kurang kontekstual ya Pak?
- Teacher : Iya... Kalau yang seperti ini memang pantas untuk latihan, ini bagus (menunjuk Task tentang *grammar*), tapi akan lebih bagus lagi kalau ini satu kesatuan. Sekarang kalau ini satu kesatuan tidak?
- Researcher : Tidak Pak.
- Teacher : Iya... kalau begini namanya *discrete*. Tidak mudah memang membuat materi yang kontekstual.
- Researcher : Iya... Pak. Berarti ini baiknya dibikin di dalam dialog saja ya Pak?
- Teacher : Iya, di dalam dialog saja. Ini lagi soal instruksi, kalau menurut saya ini lebih panjang (Task 4) kenapa tidak “*Match the words in A with the meaning in B*” Itu aja.
- Researcher : Emm... lebih simpel ya Pak?
- Teacher : Iya simpel lalu jelas apa yang mau dilakukan. Kalau ini kan “*pair work, complete the dialogue then practice the conversation*”. Atau mereka tidak usah diminta langsung *practice*. Mau di depan kelas atau tidak ini terserah gurunya. Nah gurunya di kasih *teaching manual*. Misalnya, langkah pertama meminta siswa melengkapi dialog kemudian memberi model lalu menyuruh siswa menirukan, lalu menyuruh siswa membaca, lalu salah satu siswa menutup bukunya, kemudian bergantian yang satu menutup bukunya, kemudian kedua-duanya menutup bukunya, baru mereka dipanggil ke depan. Jadi bertahap, jadi mereka dari yang paling ringan sampai yang sulit. Kalau mau yang lebih kontekstual lagi meniru kehidupan sehari-hari. Kita kasih situasi, kemudian setelah kita beri waktu dan mereka rasa cukup, kita hentikan, kita panggil ke depan. Nah, kenapa dipanggil? Yang pertama untuk memastikan mereka mengerjakan .
- Researcher : Iya Pak... soalnya siswa kadang itu menyepelekan dan tidak

- mengerjakan kalau tidak dicek.
- Teacher : dan yang kedua untuk memastikan apa yang mereka kerjakan sudah sama belum dengan apa yang kita mau.  
Ya jadi ini (unit disain) perlu dicek lagi naturalisasinya, minimal perlu dibaca teman.
- Researcher : Iya Pak.
- Teacher : Jadi kuncinya itu *short and simple* kalau membuat instruksi. Saya tahu itu tidak mudah, butuh latihan dan butuh pengalaman.
- Researcher : Iya Pak... terima kasih banyak untuk sarannya.

INTERVIEW GUIDES  
AND  
INTERVIEW TRANSCRIPTS  
  
FIRST DRAFT-INIT 1

## Interview Guides

### A. Evaluating of the whole Unit

1. The appropriateness of the materials for students of Marketing Program.
2. The goal
3. The input texts
4. The Activity
5. The students' roles
6. The teacher's roles
7. Setting
8. Layout
9. Summary
10. Technical terms of marketing

### B. Evaluating Each Task in the First Draft of Unit 1

1. Task 1
  - Instruction
  - The goal
  - The input texts
  - The Activity
  - The students' roles
  - The teacher's roles
  - Setting
2. Task 2
  - Instruction
  - The goal
  - The input texts
  - The Activity
  - The students' roles
  - The teacher's roles
  - Setting
3. Task 3
  - Instruction
  - The goal
  - The input texts
  - The Activity
  - The students' roles
  - The teacher's roles
  - Setting

Until Task 12

### Transcript of Interview

After implementing Unit 1, some interviews were conducted to find out the students' responses and opinions. The researcher interviewed four students of Marketing. The interviews were conducted on March 11, 2011.

1. Interviewee : Dinda

Time : 10.00

Place : Library

R : Researcher

D : Dinda

R : Selamat pagi dik.

D : Pagi juga mbak.

R : Mau tanya-tanya bentar ya dik.

D : Iya mbak.

R : Masih ingat kan dik kemarin saya ngajar tentang apa?

D : Sik mbak... lali aku. Hehehe

Emmm... anu tentang mendiskripsikan benda yang ada gambar sepatunya itu to mbak?

R : Yups, *that's right*.

Nah sekarang saya mau tanya-tanya tentang materi yang kemarin, ini saya juga bawa kok materinya siapa tahu ada yang lupa. Kalau menurut dik Dinda materi yang kemarin gimana dik? Udah sesuai belum sama jurusan penjualan? Ya ini materinya boleh dilihat-lihat lagi.

D : Udah kok mbak, materinya tuh udah bagus, udah sesuai.

R : Udah sesuai gimana?

D : Ya udah pas mbak sama jurusan penjualan.

R : Iya dik, maksudnya ya kenapa gitu, dik Dinda bisa bilang kalau materinya ini udah sesuai sama jurusan penjualan? Apa yang membuat sesuai?

D : Oh... Ya karena isinya itu udah sesuai mbak. Emm...ini kan disuruh mendiskripsikan benda, nanti kalau kita udah kerja atau PI gitu kan kita juga bisa aja ada turis yang beli terus tanya-tanya tentang barang-barang yang ada disitu, jadi kan aku udah bisa besok.

R : Kalau menurut dik Dinda materi Unit 1 ini bisa membantu dik Dinda nggak dan teman-teman untuk mencapai tujuan yang diinginkan nggak? Emmm...misalnya menurut dik dinda materi ini bisa membantu dik Dinda untuk meningkatkan kemampuan berbicara dalam bahasa Inggris atau yang lain mungkin.

D : Iya bisa mbak, soalnya kemarin kita kan banyak diberi contoh-contoh dialog, sama membuat dialog terus mempraktikan, jadi kalau menurut saya ya itu

- membantu mbak.
- R : Kalau tentang kegiatan yang ada di Unit 1 ini gimana dik? Menyenangkan atau malah sebaliknya membosankan?
- D : Cukup menyenangkan kalau menurut saya, soalnya kita nggak cuma belajar tapi ada permainnannya juga, terus kadang juga kita disuruh maju juga. Menyenangkan lah mbak.
- R : Syukur deh kalau gitu....hehehehe Ada kesulitan nggak dik waktu ngerjain latihan yang ada di Unit 1?
- D : Sedikit sih mbak, soalnya saya itu belum banyak menguasai kosakatanya.
- R : Ehmmm.... Berarti untuk sebagian besar tasknya bisa dikerjain kan kemarin?
- D : Iya mbak bisa kok.
- R : OK. Sekarang coba dik, dilihat satu persatu ya, dari *Task 1* dulu. Menurut dik Dinda gimana udah jelas belum?
- D : Udah mbak.
- R : Itukan ada banyak pertanyaan tuh di atas gambarnya, bisa dipahami nggak dik?
- D : Bisa kok mbak, itukan nanyain itu gambar apa, terus dimana orang-orang, mereka lagi ngapain, yang *can you mention one of the things sold there...*itu yang disuruh nyebutin salah satu barang apa bukan mbak?
- R : Iya dik betul. Jadi ini perintahnya bisa dipahami ya to? Nggak bingung to?
- D : Iya mbak mudeng kok.
- R : Terus kalau gambarnya ini udah jelas belum dik?
- D : Udah mbak, warnane bagus mbak.
- R : Ya... gambarnya sesuai nggak dik sama jurusan penjualan.
- D : Ya sesuai mbak.
- R : Kok bisa? Ya maksudnya kenapa menurut adik ini gambarnya udah sesuai?
- D : Ya kan itu gambarnya orang lagi di supermarket lagi pada mau beli barang-barang. Besok kalau aku PI bisa aja kan mbak aku disuruh jaga toko sepatu atau jaga di mal gitu.
- R : OK...Terus nie kan waktu jawab task 1 ini bersama-sama dan langsung ya, emm...maksudnya tuh saya tidak menyuruh kalian untuk kerja berpasangan di task ini, menurut dik Dinda gimana?
- D : Uhm... Iya nggap apa-apa, kan ini kita belum disuruh membuat atau melengkapi dialog.
- R : Berarti tidak ada masalah ya dik kalau task ini ditujukan untuk *whole class*? Maksudnya pertanyaannya buat semuanya gitu.
- D : Iya mbak....
- R : OK...kalau dari *Task 1* ini udah tahu belum kita mau belajar apa di Unit 1 ini?
- D : Udah mbak, disuruh mendiskripsikan benda. Kan dari awal juga mbaknya udah nanya-nanya tentang warna, harga gitu to?
- R : Jadi gitu,jadi udah tahu ya apa yang mau kita pelajari. Terus nih dik kalau

- yang *Task 2* gimana? Mulai dari perintahnya dulu gimana neh?
- D : Perintahnya sih *dong* mbak, cuma yang nggak *dong* itu kosakatanya. Susah je.
- R : Ow... ya. Misalnya yang mana yang nggak tahu?
- D : Bentar mbak tak cari dulu. Nih mbak yang *ancient*, *hangs*, *swings*, *chain*, ya itu lah mbak.
- R : OK. Terus untuk dialognya gimana dik, kepanjangan atau kependekan malah?
- D : Emm... Nggak kok, udah pas.
- R : Terus kemarin bisa ngerjain sendiri nggak dik?
- D : Bisa kok mbak.
- R : Kalau saya kemarin njelasin *Task 2* ini udah jelas belum?
- D : Jelas kok mbak, kan kemarin aku banyak yang nggak tahu kata-katanya tapi setelah mbak Tuti menjelaskan terus dijawab bareng-bareng itu aku tambah *dong* mbak.
- R : Terus kalau yang *Task 3* gimana dik? Sama perintahnya neh mudeng nggak?
- D : Mudeng mudeng mbak, ini disuruh nulis ekspresinya di sini (menunjuk table) to?
- R : Iya dik... dibaca lagi coba dik, ada yang susah nggak kosakatanya?
- D : Cuma *haitwis*...
- R : Ow...itu tuh nama jenis kain yang dipakai buat bikin bajunya dik. Lainnya itu ada yang bingung lagi nggak?
- D : Udah kok mbak.
- R : Untuk dialognya ini udah sesuai belum dik sama jurusan Penjualan?
- D : Ya udah...ini kan tentang orang beli baju gitu to. Jadi ya masih ada hubungannya sama jual-beli gitu.
- R : Kemarin bisa ngerjain sendiri kan?
- D : Iya mbak.
- R : OK. Kalau dialog yang di *Task 3* ini kepanjangan nggak?
- D : Nggak mbak. Udah cukup lah nggak panjang nggak pendek. hahahahaha
- R : Sekarang yang *Task 4* dik gimana perintahnya mbingungi nggak, yang *Task 4*?
- D : Nggak...itu cuma disuruh baca sama melajari to mbak?
- R : Iya... ada yang bingung sama contoh ekspresinya atau sama yang ini (*the features*) nggak?
- D : Udah mbak kan kemarin dah dijelasin...Cuma sekarang nek nggak lihat catatan agak lupa. Hehehehe
- R : Weh... kok lupa dik, pokoknya kalau dapat kosakata baru diinget-inget ya. Biar tambah banyak nanti perbendaharaan katanya.
- D : agak lupa kok mba....nggak lupa.....Iya mbak.
- R : Oh...iya dik...emmm....kalau menurut dik Dinda task ini bagusny di lakukan secara berkelompok atau seperti kemarin aja (*whole class*)?

- D : Emmm.....seperti kemarin aja mbak, soalnya kita kan belajar mengucapkan jadi ya mending kaya kemarin.
- R : OK deh....Terus nih yang *Task 5* gimana neh? Perintahnya?
- D : Ngerti aku, ini disuruh melengkapi pakai ekspresi yang tadi itu mbak.
- R : He'em....Kemarin bisa nggak?
- D : Bisa, saya ngerjainnya sama Ovi. Hehehehe
- R : Menurut dik Dinda, *Task 5* ini membantu dalam memahami mendiskripsikan barang nggak dik?
- D : Iya mbak.... *Task 5* ini memberi contoh gimana cara mendiskripsikan benda.
- R : Hemmm.....Menemukan kata-kata yang sulit nggak?
- D : Ada sih mbak tapi kan udah dikasih tahu sama mbaknya.
- R : Masih ingat nggak sekarang? Coba *eyelets* apa artinya?
- D : *Eyelets*... Ow bolongan tali bukan?
- R : Iya....Ya udah masih ingat berarti. Nah, kalau dialognya kepanjangan nggak?
- D : Nggak kok, yang ini enak mbak soale lebih pendek jadi kan bacanya nggak males. Hehehehe
- R : Ow... berarti terlalu pendek ya? Kalau gitu besok ditambah dikit.
- D : Wah mbak'e ... ya nggak usah mbak, gini aja biar mudeng.
- R : Ya udah...menurut dik Dinda, situasi sama isi dialognya ini udah sesuai belum sama jurusan dik Dinda?
- D : Udah mbak, ini kan tanya-tanya tentang sepatu. Terus kan melatih kita juga biar besok kita bisa njelasin tentang sepatu ke pembeli.
- R : OK. Gambarnya udah jelas belum? Apa perlu digedein lagi?
- D : Oh....gambarnya. Menurut ku sih udah cukup, udah jelas kok.
- R : Kalau yang *Task 6* gimana? Disuruh ngapain ini coba?
- D : Disuruh nyari itunya artinya.
- R : Berarti mudeng perintahnya ya.
- D : Iya mbak, itu disuruh nyari artinya di kamus.
- R : He'em...Terus kemarin nyari di kamus nggak?
- D : Nyari, aku pinjem kamuse temenku soale aku nggak bawa. hehehehe
- R : Ketemu semua nggak vocabnya?
- D : Iya.....tapi kemarin mending itu kerja kelompok mbak, kan jadi kamusnya bisa barengan sama yang lain. hehehehe
- R : Hemmm....Makanya besok pokonya kalau saya ngajar lagi harus bawa kamus. OK?
- D : OK mbak.
- R : Terus kosakatanya banyak yang udah tahu atau apa belum?
- D : Ya ada yang belum, ada yang udah.
- R : *Task* ini bisa membantu untuk mengerjakan *Task* yang selanjutnya nggak?
- D : He'em mbak. Jadi kan ada kosakata yang nggak aku ngerti terus kan bisa lihat sini.



- R : Terus yang *Task 7* gimana, mudeng nggak?
- D : Ya dikit-dikit lah mbak.
- R : Lho kok cuma dikit-dikit?
- D : Iya mbak... susah, aku kalau lagi dijelasin mudeng tapi habis itu nggak mudeng lagi. hehehehe
- R : Ow...apa saya njelasinnya kurang jelas dik?
- D : Aku nya aja kali ya mbak yang kurang mudeng. Hehehehe
- R : Atau mungkin harusnya dibikin kelompok ya dik kemarin itu, jadi biar kalian bisa diskusi sama teman?
- D : Emmm....gimana ya mbak, menurutku sama aja seh.
- R : Oh... gitu ya... banyak latihan aja dik biar paham betul ya.
- D : Iya mbak.
- R : Kalau yang *Task 8* gimana? Perintahnya jelas nggak?
- D : Iya jelas. Ini disuruh melengkapi berdasarkan gambar.
- R : Bisa ngerjain nggak dik kemarin?
- D : Kalau ini bisa, kan tinggal lihat gambarnya dah ada keterangannya.
- R : Bisa ngerjain yang No. 2 juga?
- D : He'em bisa, tapi kalau yang No. 2 ini to mbak, pas maju gitu yang jadi *shop assistant* *memeng* mbak bacanya.
- R : *Memeng* gimana dik?
- D : Ya kan, ini njelasin ini, ini, ini, (sambil menunjuk data disamping gambar tas), kan jadi banyak mba ngomongnya jadi *memeng* gitu lho.
- R : Ow...gitu ya... ya besok dibenerin biar nggak banyak lagi. Terus dialognya terlalu panjang nggak?
- D : Nggak kok mbak.
- R : Terus ada kata-kata yang susah nggak di dialog ini sama ini (dialog No. 1 dan 2)?
- D : Nggak, kan kalau nggak tahu bisa lihat di *Task* sebelumnya, jadi nggak bingung lagi.
- R : Emmm....habis ngerjain *Task 8* ini, sekarang kira-kira udah bisa belum kalau disuruh mendiskripsikan barang?
- D : Insyaallah mbak.....
- R : OK...Kalian sebenarnya kalau disuruh maju gitu seneng apa nggak to?
- D : Sebenarnya sih takut mbak, makanya aku nggak pernah maju duluan. Hehehehe
- R : Kan majunya boleh bawa buku dik?
- D : Iya tetep aja malu mbak, aku kan kadang-kadang ada yang nggak tahu cara bacanya.
- R : Kan sebelumnya juga udah dikasih tahu to cara bacanya.
- D : Iya mbak, tapi kalau aku baca sendiri lidahnya susah gitu lah mbak.
- R : Oh....Terus kemarin ada masalah nggak waktu mengerjakan berpasangan?
- D : Nggak kok mbak, soalnya kan kita jadi bisa mikir bareng nggak cuma sendiri.

- R : Terus kalau saya yang ngajar kan sering disuruh maju-maju tuh, berarti nggak seneng ya dik kalau saya yang ngajar?
- D : Gimana ya mbak.... Aku tuh seneng sama mbaknya, lucu, baik, njelasinnya juga jelas kok...tapi ya cuma malu aja mbak kalau maju-maju. Tapi aku suka kok kalau mbaknya yang ngajar. Ya masih malu seh. Hehehehehe
- R : Ehmmm....makasih. Terus kalau yang *Task 9* ini gimana?
- D : Enak sih mbak *game* nya, tapi cuma bentar sih kemarin.
- R : Ya.. kalau lama-lama nanti nggak selesai materinya. Terus dik *game* nya itu sesuai nggak sama topiknya?
- D : Sesuai menurutku, kan ini kita lagi mendiskripsikan benda, terus apa ini *game* nya juga tentang mendiskripsikan benda, terus nanti ada yang nebak. Pas kok.
- R : Jadi seneng ya? Seneng nggak?
- D : Seneng.
- R : Sekarang yang *Task 10* gimana?
- D : Jelas mbak, disuruh buat dialog, tapi kita disuruh milih ini apa ini (menunjuk situasi No. 1 dan 2).
- R : Iya, terus kemarin dik Dinda milih yang mana?
- D : Yang ini (No.1), soalnya kalau no. 2 tuh susah mbak.
- R : Oh....kemarin bisa kan bikinnya? Nggak susah? Kan katanya kemarin milih yang no.1 bisa to bikinnya?
- D : Iya bisa makanya aku pilihnya yang no.1 kan aku yang jadi pembelinya jadi aku cuma buat dikit terus temen ku buat yang separo.
- R : Ya emang gitu jadikan biar gampang, terus pas maju kan juga gitu...kalau dik Dinda jadi pembelinya ya ngapalin punya dik Dinda aja...Yang temennya juga gitu. Jadi gampang kan ngapalinnya?
- D : Iya mbak, tapi kemarin untung aku gak maju....hehehehehe
- R : Ya berarti kalau yang kemarin belum dapat giliran, pertemuan selanjutnya pasti maju.
- D : Wah...emang kapan mbak ngajar lagi?
- R : Ya besok kalau ini udah selesai direvisi. Udah...terus neh sekarang katanya yang No. 2 ini susah, susahnya kenapa?
- D : Ya susah mbak, aku kan nggak tahu jenis-jenis batik *opo wae*. Kalau kata orang tua kan tiap jenisnya ada sendiri-sendiri dipakai buat kapan dan buat apa, dan aku gak tahu jadi ya udah milih No. 1 aja.
- R : Kemarin gimana ini kan kemarin disuruh ngerjain secara berpasangan, ada kesulitan atau apa gitu?
- D : Nggak.... Lancar-lancar aja semuanya.
- R : Gitu...Sekarang kalau yang *Task 11*, ini kan buat PR, kemarin bingung nggak waktu baca perintahnya?
- D : Nggak kok mbak. Kan sebelumnya udah dikasih penjelasan sama mbk'e.
- R : Terus kemarin, bisa nggak ngerjain PR nya?
- D : Iya bisa mbak. Kan ngerjainnya sama temen mbak jadi ya nggak susah banget.

- R : Coba dik perintahnya dibaca lagi sekarang, kalau misalkan kemarin saya belum ngasih penjelasan, dik Dinda tetep ngerti perintahnya nggak?
- D : Emm...Ngerti kok, pokoknya intinya kita disuruh milih gambarnya ini terus bikin dialog, tapi jangan lupa benda yang ada disitu didiskripsikan. Gitu lah mbak.
- R : Ini kan ngerjainnya berpasangan, gimana ada masalah nggak?
- D : Nggak kok mbak, kan jadi bisa separo-separo bikinnya. hehehhee
- R : OK, kalau gitu. Gambarnya ini udah jelas belum? Apa bikin bingung?
- D : Jelas kok mbak, bagus.
- R : Nah yang penting sekarang dik Dinda udah bisa belum kalau disuruh mendiskripsikan benda? Ya misalnya ada turis yang tanya-tanya gitu buat mendiskripsikan barang, bisa nggak?
- D : Bisa mbak...kan udah banyak latihan, udah dikasih contoh ekspresinya juga.
- R : Siipp... harus bisa ya. Terus yang *Task 12* ini perintahnya gimana? Bisa dipahami nggak?
- D : Ini maksudnya ada yang mau beli rubik, terus nanti yang jadi *shop assistant* njelasin bentuknya rubik itu kaya apa to?
- R : Ya udah berarti bisa juga kan dik kemarin ngerjain ini?
- D : Insyaallah mbak.
- R : Menurut dik Dinda soal yang *Task 12* ini udah sesuai belum sama jurusan Penjualan?
- D : Udah mbak, kan ini disuruh mendiskripsikan benda juga.
- R : Jadi kalau besok kerja beneran di toko, udah bisa mendiskripsikan barang ya?
- D : Insyaallah mbak....
- R : Beneran ya dik...pokoknya ini dingat-ingat jadi besok kalau udah kerja nggak lupa. Nah...kalau tentang kegiatannya gimana?
- D : Ya....Enak mbak soalnya cuma ngumpul aja jadi nggak perlu maju....hehehhe kan aku nggak suka maju.
- R : Iya soalnya kemarin takut nggak cukup waktunya kalau kalian maju. Secara keseluruhan ada kesulitan nggak kemarin waktu ngerjain semua *Task* yang ada di Unit 1 ini?
- D : Sedikit sih, tapi aku ngerti kok mbak, mudeng, mbaknya enak ngajarnya, jelas. hehehehe
- R : OK. Oh ya kalau yang *Summary* ini gimana? Udah jelas belum?
- D : Udah ini tuh ini to mbak, apa a...rangkuman dari yang itu to?
- R : Iya...Kalau yang *Technical Terms of Marketing* gimana nih? Kaya'e kemarin pada nggak ngerti ya?
- D : Ada yang tahu ada yang nggak sih mbak.
- R : Coba yang nggak tahu kenapa kok nggak tahu?
- D : Ya, soalnya aku tuh pye ya mbak...msih belum banyak lah mbak menguasai kosa kata, jadi ya kadang masih bingung mbak.
- R : Ehmm...gitu ya. Tapi kalau ini artinya tetep pakai Bahasa Inggris setuju

nggak?

- D : Kalau aku sih setuju aja mbak, kan bisa nambah kosa kata juga, terus kalau nggak bisa kan bisa tanya sama mbak'e. hehehhe
- R : Iya benar sekali. Hehehehe Oh...ya dik, ada masukan nggak buat saya, misalnya kemarin saya menjelaskannya kurang jelas atau yang lain lah.
- D : Nggakak kok mbak, aku seneng sama cara ngajarnya, mbaknya baik, lucu, terus nggak galak. Tapi mbaknya kalau bisa lebih tegas lagi mbak. hehehehe
- R : OK, kalau gitu makasih ya dik Dinda. Maaf ya dik jadi nggak bisa istirahat.
- D : Iya mbak, nggak apa-apa, aku juga nggak jajan kok. he

## 2. Interviewee : Lail

Time : 12.00

Place : In front of the class

R : Researcher

L : Lail

- R : Met siang dik.
- L : Siang mbak.
- R : Mau tanya-tanya lagi ya dik, tentang materi yang kemarin. Menurut dik Lail, materi yang kemarin gimana dik, udah bagus atau belum, sesuai atau belum sama jurusan Penjualan? Nih bisa dilihat materinya.
- L : Bagus kok mbak, berwarna warni.
- R : Seneng kalau berwarna soalnya kenapa?
- L : Kan biasanya LKS nya gak berwarna mbak, jadi taunya ya item *mbek* putih. Sama yang buku paket itu juga nggak ada warnanya.
- R : Jadi lebih menarik ya dik ini? Terus bisa memacu dik Lail buat baca Unit ini nggak?
- L : Iya mbak, kan pengen lihat-lihat gambarnya juga.
- R : Ada kesulitan nggak dik kemarin waktu ngerjain task yang ada di Unit 1?
- L : Nggak begitu mbak, kan disini udah ada contoh-contohnya jadi kemarin ya tinggal ngukuti contohnya aja.
- R : Ehhh...terus kemarin saya sebagai guru udah jelas belum dik waktu ngasih penjelasan?
- L : Udah kok...mbaknya kalau apa...njelasin itu bikin aku mudeng. Jelas pokonya.
- R : Gitu...Terus udah sesuai belum sama jurusan penjualan?
- L : Udah...Disini kan kemarin diajari buat mendiskripsikan benda, besok bisa aja kan mbak waktu kita kerja di toko, kita disuruh buat mendiskripsikan benda jadi kan udah bisa.

- R : Kemarin kan kebanyakan kegiatannya dikerjakan secara berpasangan, ada masalah nggak dik?
- L : Nggak... malah seneng mbak bisa mikir berdua dari pada sendiri.
- R : Oh...gitu ya. Sekarang coba lihat *Task 1* dik, tahu nggak dik maksud perintahnya?
- L : Aku baca dulu ya mbak tapi nggak usah bunyi soale aku malu nek salah hehehehe.
- R : Ya nggak apa-apa, bacanya yang teliti ya.
- L : Oh... iya aku tahu. Ditanya gambar apa ini, orang-orangnya ada dimana? Disuruh nyebutin salah satu benda yang ada di gambar itu.
- R : Jadi ngerti kan dik, kemarin pas say atanya seperti itu?
- L : Iya ngerti.
- R : Terus bisa jawabnya?
- L : Bisa, ini gambar orang-orang di toko sepatu, pada mau beli sepatu.
- R : Waktu disuruh nyebutin warna, harga, dan model sepatunya kamu bisa nggak dik?
- L : Bisa kan ada yang biru *blue*, putih *white* ya?
- R : Yup...Gambarnya udah jelas belum dik?
- L : Udah mbak jelas banget, berwarna lagi. Seneng kalau berwarna. Hehehehe
- R : OK. Kalau yang *Task 2* gimana dik? Dari instruksinya dulu jelas apa nggak?
- L : Jelas mbak, disuruh jawab pertanyaan kan ini kemarin.
- R : Iya... kalau isi dialognya bisa dipahami nggak?
- L : Ya ada yang bisa ada yang nggak.
- R : Kok gitu? Yang nggak bisa yang mana?
- L : Ya ada beberapa kosakatanya yang nggak ngerti kemarin.
- R : Oh... kosakatanya banyak yang baru ya dik?
- L : Iya mbak banyak yang baru aku tahu.
- R : Tapi pas jawab pertanyaannya bisa atau nggak dik?
- L : Bisa dunk...
- R : Jadi walaupun ada beberapa kata yang nggak tahu tapi tetep bisa jawab pertanyaannya? Tetep bisa tahu isi dari diaolog ini?
- L : He'em mbak. Aku cari-cari aja jawabannya di dialog.
- R : Setelah jawab pertanyaan ini, dik Lail ada gambaran nggak tentang contoh-contoh ekspresi yang bisa dipakai buat mendiskripsikan benda?
- L : Iya mbak, kan ada pertanyaan yang nanyain tingginya seberapa, lebarnya berapa, ini kapan jam ini dibuat, ya kaya gitu lah mbak. Jadi dikit-dikit ya tahu lah.
- R : OK. Berarti udah ada gambaran. Kemarin bisa ngerjain sendiri dik?
- L : Bisa...tapi habis itu aku cocokin sama temen sebangku ku.
- R : Ya... Terus kalau teks nya kepanjangan nggak dik?
- L : Nggak mbak.
- R : Jadi udah pas, Menurut dik Lail kegiatan di *Task 2* ini bisa membantu dik

- Lail dan teman-teman untuk memahami isi dialognya nggak?
- L : Iya mbak bisa. Jadi biar kita bisa menjawab pertanyaannya kan dituntut untuk memahami isi dialognya.
- R : Senengnya kenapa nih? Menarik atau gimana?
- L : Gimana ya mbak? Ya seneng aja gitu mbak.
- R : Berarti nggak membosankan kan kegiatannya?
- L : Dikit sih mbak pas udah agak lama, kan disuruhnya baca terus maju gitu, agak bosan dikit jadinya. Hehehehe
- R : Ow ya...Tapi yang khusus *Task 2* ini masih asik jawab pertanyaannya?
- L : Iya mbak masih.
- R : Saya ngasih penjelasannya sama ngasih pengarahan buat *Task 2* udah jelas belum dik?
- L : Jelas banget.
- R : Jelas banget gimana?
- L : Ya bikin mudeng mbak, kan mbaknya mau tuh njelasin dialognya habis jawab pertanyaan, jadi kita kan lebih mudeng mbak.
- R : OK siip kalau gitu. Sekarang yang *Task 3* dik. Yang pertama instruksinya dulu gimana? Bisa dipahami nggak?
- L : Bisa bisa. Jelas.
- R : Udah ngerti itu disuruh ngapain?
- L : Tahu, disuruh nyari ekspresi yang ada di dialog terus di suruh ditulis di tabel ini.
- R : Kalau pengarahan dari saya udah cukup jelas?
- L : Iya mbak sudah, bikin mudeng lah pokoknya.
- R : Iya...habis ngerjain *Task 3* ini jadi lebih tahu contoh-contoh yang dipakai buat mendiskripsikan barang nggak dik?
- L : Iya mbak, jadi tuh kalau besok-besok ada *customer* yang nanya *what does it look like?* Aku tahu gimana jawabnya. Hehehehe
- R : Siip...Seneng nggak dik ngerjain *Task* ini?
- L : Seneng, bisa buat lomba cepet-cepetan nyari ini apa... ekspresinya.
- R : Terus kemarin siapa lebih cepet?
- L : Saya dong...hahahaha
- R : Cie-cie...bagus. Hehehehe Berarti kemarin bisa ngerjain sendiri ya kan lomba sama temenmu.
- L : He'em mbak. Pas mbaknya bilang waktunya abis aku dah ketemu semua.
- R : Pintar lah...Isi dialognya mudeng nggak?
- L : Mudeng mudeng.
- R : Nemuin kata-kata yang sulit di dialog ini?
- L : Nggak banyak kaya *Task 2* tadi. Jadi lebih mudeng pas baca.
- R : Teksnya kepanjangan apa nggak?
- L : Nggak mbak, pas.
- R : OK. Sekarang kita menuju *Task 4*. Gimana nih instruksinya?

- L : Ngerti...ini disuruh memahami contoh-contoh ekspresi mendiskripsikan benda.
- R : Sekarang udah tahu belum contoh-contoh ekspresi yang dipakai buat mendiskripsikan benda?
- L : Iya jadi tahu lebih banyak lagi. Sama apa-apa aja yang perlu disebutin waktu mendiskripsikan barang jadi tahu lah.
- R : OK. Kegiatannya yang di *Task* ini gimana?
- L : Ya lumayan lah mbak, kita jadi tahu gimana cara bacanya juga.
- R : Sekarang berarti kalau disuruh baca udah bisa ya dik, pengucapannya?
- L : Iya lumayan mbak.
- R : Jadi seneng-seneng aja kalau disuruh nerusin baca setelah mendengarkan saya?
- L : Iya mbak, kan kita jadi tahu cara bacanya juga. Tapi ini kok kayanya kok ini ya mbak emm... ini tengahnya kan masih agak bolong tapi atasnya ini terlalu rapat.
- R : Oh...iya dik, nanti dibenerin. Hehehehe Jadi nggak enak dilihatnya ya?
- L : He'em
- R : Sekarang buka lagi yang *Task 5* coba dik. Instruksinya gimana?
- L : Jelas, mudeng, ini disuruh melengkapi diaolog ini.
- R : Yup...Bisa nggak dik?
- L : Bisa...ini kan aku lihat ke contoh-contoh ekspresi yang tadi itu lho.
- R : Iya *gene* pinter dik...hehehehe Terus nih seneng nggak ngisi-ngisi dialog kaya gitu?
- L : Karena aku bisa ngerjain ya jadinya aku seneng mbak. Hehehehe
- R : Waktu ngerjain *Task 5* ini kan disuruh mengerjakan berpasangan, menurut dik Lail gimana? Ada masalah nggak?
- L : Nggak.... Malah seneng aku mbak....Kan ini disuruh maju baca dialognya masa mau maju sendiri...hehehehehe
- R : Hehehehe....OK. Kalau saya kemarin jelas belum dik dalam mengarahkan kalian?
- L : Udah, mbaknya tuh enak keliling kelas jadi kalau kita ada yang nggak bisa gitu kan bisa langsung tanya. Aku kalau sama mbaknya nggak malu banget tapi kalau sama guru kaya gitu aku takut mbak.
- R : Kenapa takut, nggak usah takut dari pada sesat di jalan kan mending tanya. Hehehehe
- L : Iya sih...hehehe
- R : Terus ini dialognya gimana? Udah sesuai belum sama topiknya?
- L : Udah mbak, kan ini juga masih disuruh mendiskripsikan benda.
- R : Kepanjangan atau kependekan nggak?
- L : Udah mbak, pas.
- R : Kok pas semua dari tadi. Yang bener ini, kependekan ya?
- L : Nggak mbak, ntar jadi pusing mbak kalau dipanjangin. Segitu aja.

- R : *How about the picture?* Gimana gambarnya? Udah jelas belum?
- L : Sudah mbak, sangat jelas. Apik'e sepatune. hehehehe
- R : OK. Sekarang yang *Task 6*. Mari mualai lagi dari instruksinya. Gimana dik?
- L : Instruksi *meneh*...hehehehe dah jelas kok mbak. Itu disuruh nyari tau artinya.
- R : Iya, habis ngerjain *Task 6* ini jadi lebih banyak tahu kosakata baru apa nggak?
- L : Iya nu... itu banyak yang nggak aku tahu.
- R : Terus *Task* ini membantu nggak dik buat ngerjain *Task* selanjutnya?
- L : Iya... yang *Task* berapa ya itu...nah ini (*Task 8*) jadi lebih gampang memahami dialog yang ada di *Task 8*.
- R : OK. Terus kemarin nyari sendiri apa trima nyontek?
- L : Ya nyari sendiri mbak di kamus, aku kan bawa kamus.
- R : Bagus-bagus, ketemu semua nggak dik?
- L : Ketemu....
- R : Terus, kegiatan yang di *Task* ini gimana? Menarik nggak?
- L : Iya mbak, jadi bisa tahu cara bacanya juga.
- R : Terus saya sebagai guru udah menjelaskan dengan baik belum?
- L : Udah mbak, kalau yang ada belum tepat ngucapinnya sama mbaknya pasti diulang lagi jadi ya kita jadi bisa semua.
- R : Siip lah...Sekarang yang *Task 7* dik.
- L : Mesti instruksi lagi. Hehehehe
- R : Ihhh.... Udah pintar ya, Jadi gimana instruksinya? hehehehe
- L : Udah jelas kok...disuruh mempelajari ini.
- R : Terus gimana mudeng nggak?
- L : Ya lumayan lah mbak?
- R : Lumayan apa dik? Lumayan pusing? Hehehehehehe
- L : Lumayan mudeng mbak...
- R : Terus gimana nih, bisa cara makainya?
- L : Bisa mbak, kan udah dijelaskan mbak'e jadi ya lumayan lah mbak.
- R : Kok lumayan terus...kurang mantap dik.
- L : Ya Insyaallah mbak.
- R : Kegiatannya di *Task* ini gimana? Kan kalau *Task* ini yang banyak bicara saya, kalian dengerin, bosan nggak?
- L : Nggak mbak, nek nggak dijelaskan ya nggak mudeng kita mbak.
- R : Kalau untuk *Task 7* ini, dik Lail lebih suka kaya kemarin (*whole class discussion*) atau dibikin group dik?
- L : Kalau group gimana mbak?
- R : Ya kalian dibikin kelompok-kelompok gitu, terus nanti kalau yang nggak bisa kan bisa tanya temennya.
- L : Terus kalau temennya sama-sama nggak bisa gimana mbak? hehehehe
- R : Yan anti bisa diatur pengelompokannya dik.
- L : Tapi menurutku mending yang kemarin mbak.



- R : Emang kenapa?
- L : Bisa fokus dengerin mbaknya njelasin....kalau kelompok pasti rebut sendiri-sendiri.
- R : OK. *Task 8* sekarang gimana? Seperti biasa instruksinya.
- L : Iya agak panjang perintahnya tapi mudeng kok. Ini disuruh melengkapi lagi.
- R : Iya...bosen nggak dik?
- L : Dikit sih mbak, soalnya tadi kan udah melengkapi, terus sekarang lagi, ini (*Task 8*, No.2) juga lagi habis itu maju ke depan.
- R : Terus kalau yang *Task 8* ini kan disuruh mengerjakan berpasangan, gimana? Ada masalah? Atau mending sendiri aja?
- L : Nggak....kan ini juga disuruh maju....masa nanti maju sendiri kalau nggak berpasangan.
- R : OK. Oh ya...kemarin kamu maju juga kan?
- L : Iya mbak, aku kemarin beruntung jadi maju deh. hehehehe
- R : Setelah maju itu, gimana perasaannya? Makin sering maju kan jadi makin berani ngomong dik. Nggak malu-malu lagi. Gitu to?
- L : Iya sih mbak, jadi ngeluarin suara nggak cuma dalam hati bacanya. Tapi ya masih malu dikit. hehehehe
- R : Ya itu nanti kalau sering maju kan lama-lama malunya ilang. Untuk dialognya gimana? Kepanjangan kah?
- L : Nggak sih mbak, tapi itu mbak yang No.2 ini ya maksudnya ini menyebutkan semuanya langsung gitu ya mbak?
- R : Iya dik...lha gimana? Susah po pye?
- L : Ya agak bingung dikit sih mbak mau mulai dari mana dulu, kalau yang No.1 kan lebih gampang.
- R : Oh gitu...jadi lebih enak dibikin kaya No.1 aja ya?
- L : Iya betul.
- R : OK dik, selain itu ada saran yang lain dik?
- L : Nggak mbak udah kok.
- R : Untuk dialognya ini udah sesuai dik sama topic?
- L : Sudah.
- R : Terus gambarnya gimana? Membantu nggak?
- L : Gambarnya bagus, aku suka tasnya mbak bagus lucu.
- R : Membantu dalam ngerjain latihannya gak?
- L : Iya, kita kan jadi punya bayangan oh...ini tas nya seperti ini.
- R : Siip...Terus lanjut dik yang *Task 9* gimana? Seneng nggak kemarin ngegamenya?
- L : Ya seneng mbak...ngeliatin temen yang pada kebagian. Hehehehe
- R : Emang kemarin kamu nggak kebagian ya?
- L : Nggak mbak. Hehehe
- R : Kalau misalnya *game* nya dibagi jadi dua kelompok setuju nggak dik? Kan biar bisa kebagian semua. Kalau kemarin kan terlalu banyak siswanya

- makanya nggak kebagian semua.
- L : Iya mbak mending gitu...jadi biar adil dapat bagian semua.
- R : OK. Terus menurut dik Lail *game* nya bisa melatih kalian buat mendiskripsikan benda nggak?
- L : Bisa, kan itu *game* nya yang satu mendiskripsikan yang satu nebak bendanya.
- R : Kemarin waktu baca peraturan permainannya mudeng nggak?
- L : Dikit mbak, itu kan panjang mba peraturane. Mending dengerin penjelasane mbak'e malah mudeng. Hehehehe
- R : Gitu...Sekarang *Task 10* dik, gimana? Kalau ini mulai instruksi lagi.
- L : Iya mudeng, disuruh bikin dialog, tapi milih situasi ini.
- R : Iya...Bisa kan dik kemarin?
- L : Bisa bisa...aku bikin yang No. 1.
- R : Kenapa yang No.1 dik?
- L : Ya lebih gampang aja mbak.
- R : Oh...Berarti kalau kalian udah bisa bikin dialog ini, kalian udah ngerti to gimana mendiskripsikan benda?
- L : Insyaallah mbak.
- R : Siip...Kalau yang *Task 10* ini juga ngebosenin dik?
- L : He'em mbak...kan habis bikin disuruh maju lagi.
- R : OK. Ada kesulitan nggak dalam ngerjain dialognya?
- L : Alhamdulillah nggak mbak. Kan kalau ada yang nggak tahu bisa tanya mbak'e.
- R : OK. Sekarang yang *Task 11* gimana? Instruksinya.
- L : Pertamanya agak *mumet* mbak, soale panjang banget.
- R : Perintahnya yang panjang banget?
- L : Iya...
- R : Terus kalian bisa nggak kemarin ngerjainnya?
- L : Bisa, aku tuh sama temen ku milih yang no 2, beli laptop to nek ini mbak?
- R : Iya...cara memahami perintahnya gimana?
- L : Ya aku sama temenku baca berulang-ulang sama buka-buka kamus. Hehehehe
- R : Ya gitu emang seharusnya... harus dibaca berulang-ulang biar paham. Gambarnya jelas nggak dik?
- L : Jelas kok mbak, cuma yang No. 2 ini agak gelap.
- R : OK, besok tak edit biar agak terang. Kalau kegiatan yang ini gimana dik? Kan disuruh maju tapi nggak boleh bawa buku.
- L : Takut mbak, kalau nggak hafal. Terus ini kan juga bergaya kaya penjual laptop, tapi seneng kok mbak yang ini.
- R : Terus ada kesulitan nggak dik waktu maju?
- L : Ya cuma malu aja sih mbak...tapi untung berdua jadi malunya ad atemennya. hehehhe

- R : Hahahahaha..... Sekarang yang *Task 12*. Gimana, instruksi mudeng?
- L : Nek ini agak susah mbak, nggak ada gambarnya juga jadi *rodo* angel.
- R : Oh..gitu. Tapi yang *Task 11* juga ngerti, kok yang ini susah? Nggak dibaca dengan teliti ya?
- L : Hehehehe...habisnya kalau perintahnya panjang aku sok malas baca mbak, keto'e ki angel.
- R : Wah...ya gak boleh gitu dik. Berarti kemarin ngerjain nggak?
- L : Ya ngerjain mbak, tapi kan aku dengerin perintah yang dari mbaknya jadi ngerti, hehehehe
- R : Ya setidaknya masih mau ndengerin saya dik. Hehehehe Kegiatannya gimana? Kemarin kan cuma disuruh ngumpulin aja.
- L : Ya...cuma agak terburu-buru aja sih mbak, kemarin itu.
- R : Oh... kemarin kan ngerjainnya berpasangan lagi, gimana dik ada masalah nggak?
- L : Nggak... Ya untung aja berdua mbak...kalau sendiri kan bisa nggak selesai kemarin aku.
- R : Sekarang Rangkumannya? Jelas nggak?
- L : Jelas mbak, itu sama aja kaya yang depannya.
- R : Sekarang buka yang halaman terakhir dik. Gimana, susah nggak?
- L : Iya mbak, soalnya pakai B. Inggris artinya.
- R : Nggak ngerti sama sekali apa dik?
- L : Ya ngerti sih mbak dikit-dikit. Aku kan nggak pinter mbak.
- R : Siapa bilang, pinter kok. Coba yang mana yang nggak tahu?
- L : Yang ini ni, kemarin kan belum dijelaskan *auction*.
- R : Coba dibaca sendiri pasti nanti ngerti.
- L : Menjual dengan harga tinggi?
- R : Iya tapi yang ini nih....yang mau beli banyak terus saling berlomba memberi harga paling tinggi biar dapat barangnya.
- L : Oh... kaya lelang ya mbak?
- R : Iya betul sekali...
- L : Kalau ada penjelasan dari mbak'e dikit-dikit tahu.
- R : Menambah pengetahuan nggak dik ini?
- L : Iya mbak, ini banyak yang belum aku tahu dan aku jadi tahu sekarang.
- R : Yang terakhir nie....*layout*nya gimana udah bagus belum?
- L : Iya mbak udah bagus kok.
- R : OK, kalau gitu makasih banyak ya dik.
- L : Iya mbak sama-sama.

3. Interviewee : Sri Puji Rahayu  
 Time : 13.20  
 Place : In front of the class

R : Researcher  
 P : Puji

R : Siang dik Puji.

P : Siang.

R : Dik, mau nanya-nanya lagi nggak apa-apa ya?

P : Iya miss.

R : Menurut dik Puji materi yang kemarin itu gimana? Udah bagus belum?  
 Emmm....dah sesuai sama jurusan Penjualan belum?

P : Sangat bagus miss, bisa menambah kosakata. Terus sesuai juga sama jurusan penjualan.

R : Kenapa bisa bilang udah sesuai dik?

P : Kan misalnya kalau besok lulus mau jadi SPG kan harus mendiskripsikan barang to miss. Kan ini pelajarannya juga tentang mendiskripsikan barang kan jadinya pas. Terus situasinya juga pas. Semua situasinya kan memungkinkan akan ditemui pas waktu kerja, jadi kita udah punya bekal buat besok miss.

R : Emmm.....Kemarin ada masalah nggak dik waktu ngerjain latihan-latihannya?

P : Alhamdulillah nggak ada seh, paling cuma bingung *vocab*'nya tapi kan bisa lihat kamus atau nggak tanya sama miss.

R : Emm gitu....Terus kalau menurut dik Puji, kegiatan yang ada di Unit 1 ini udah bervariasi belum? Apa membosankan?

P : Lumayan bervariasi kok miss....Emmm....kan ada *game*'nya, Emmm.... Pernah juga kan disuruh maju memparkatekan dialog sambil berpura-pura seperti *shop assistant* dan *customer*.

R : OK. Sekarang kita lihat satu persatu ya dik *Task* nya. Mulai *Task 1* dulu, instruksinya gimana udah jelas apa belum?

P : Yang ini sudah... ini kemarin kan kita disuruh melihat gambar terus nyebutin orangnya ada dimana dan nyebutin benda apa aja yang ada di toko itu.

R : Terus setelah membahas *Task 1* kemarin, dik Puji bisa langsung tahu nggak, pada hari itu kita mau belajar tentang apa?

P : Iya miss kan sama miss. Tuti kita ditanya-tanya tentang benda yang kita lihat. Jadi ya dari situ bisa tahu.

R : OK. Waktu kemarin saya tanya pakai Bahasa Inggris bisa ngerti kan?

P : Iya bisa. Cuma kita jawabnya kadang pakai Bahasa Indonesia soalnya kadang tuh ada yang nggak tahu Inggrisnya.

R : Itu sih nggak apa-apa, sambil jalan nanti lama-lama juga tahu. Kalau tentang gambarnya gimana? Dah jelas belum?

- P : Udah miss. Tapi misalnya kalau bisa lebih terang ya nggak apa-apa miss. Diterangi lagi, ini soalnya bagian sini agak gelap gambarnya.
- R : Oh..iya bener. Kegiatan di *Task 1* gimana? Menyenangkan nggak?
- P : Ya lumayan lah. tanya-jawab gitu soalnya aku suka.
- R : Sekarang untuk peran siswa dan guru gimana udah seimbang belum?
- P : Maksudnya miss?
- R : Emm...Maksudnya saya sudah menjalankan tugas saya sebagai guru dengan baik belum waktu membahas *Task 1* ini?
- P : Oh... udah, sama miss nya kan udah ngasih penjelasan yang jelas. Jadi bikin kita mudeng.
- R : Kalau peran siswanya gimana? Kalau menurut dik Puji temen-temen dik Puji udah pada aktif belum?
- P : Ya lumayan yah miss. Mereka kalau sama miss nggak malu-malu, tapi miss harus lebih tegas lagi biar mereka juga mau dengerin miss.
- R : OK. Sekarang coba lihat *Task 2*, mulai dari instruksi lagi, gimana?
- P : Yang ini? Ini jelas kok... ini disuruh jawab pertanyaan.
- R : Iya, terus kemarin bisa nggak jawabnya?
- P : Bisa miss
- R : Bagus...hehehehe. Terus ada kesulitan nggak dalam memahami dialognya?
- P : Ada dikit-dikit miss. Soalnya aku ada yang nggak tahu *vocab* nya
- R : Kan kemarin kalau ada yang nggak tahu boleh tanya sama saya.
- P : Iya miss, kemarin saya juga tanya makanya saya bisa jawab soalnya.
- R : Terus neh kemarin setelah baca dan menjawab pertanyaannya, apa yang dik Puji dapatkan?
- P : Apa ya...saya jadi tahu gimana caranya mendiskripsikan barang, kan disini ada disebutin ciri-ciri jamnya. Ya jadi lebih ngerti lah.
- R : Terus dialognya terlalu panjang atau malah kependekan?
- P : Nggak kok. Nggak kepanjangan nggak kependekan.
- R : Isi dialognya udah sesuai belum sama topiknya?
- P : Udah...ini kan dialognya tentang mendiskripsikan jam, jadi ya udah sesuai kalau menurut aku.
- R : Ya... kalau tentang kegiatan di *Task* ini gimana? Menurut dik Puji sesuai nggak untuk memahami isi dialognya? Emmm...maksudnya kegiatan di task ini bisa membantu dik Puji memahami isi dialognya nggak?
- P : Bisa seh miss, soalnya ini kan kita disuruh menjawab pertanyaan berdasarkan dialognya.
- R : OK kalau gitu. Sekarang *move* ke *Task 3*, gimana instruksinya menurut dik Puji?
- P : Jelas, bisa dimengerti. Baca dialog, kemudian temukan ekspresi mendiskripsikan benda dan responnya. Ini... kemudian tulis di sini. Gini kan miss?
- R : Iya betul dik... Terus dialognya bisa dipahami nggak dik?

- P : Bisa kok miss, ini *cusomernya* mau beli baju kerja terus tanya-tanya sama *shop assistant*.
- R : Terus, kemarin bisa menemukan ekspresi yang untuk mendiskripsikan benda nggak?
- P : Bisa...misalnya *what's it made of, how much is it, do you have other colours*, gitu kan miss? iya kan miss?
- R : Iya pinter dik.... berarti waktu ngerjain *Task 3* udah tahu beberapa contoh ekspresi buat mendiskripsikan benda kan?
- P : Iya miss.
- R : Ada kesulitan nggak dik selama ngerjain *Task 3*?
- P : Alhamdulillah nggak ada ....
- R : Jadi walaupun di task ini kerja sendiri nggak berpasangan, kalian nggak ada masalah?
- P : Kalau saya nggak ada mbak...hehehehe
- R : Hemm....siip....Dialognya ini menurut dik Puji kepanjangan atau nggak?
- P : Nggak...
- R : Terus menurut dik Puji, peran gurunya gimana?
- P : Bagus mbak, bisa menenangkan siswa lain biar nggak ramai.
- R : OK. Sekarang lihat *Task 4* instruksinya bisa dipahami?
- P : Ehmmm... bisa.
- R : Setelah mempelajari *Task 4* gimana? Apa yang dik Puji dapatkan?
- P : Ya... jadi lebih tahu banyak ekspresi untuk mendiskripsikan benda, sama jadi tahu apa yang perlu kita sebutkan nanti kalau kita mendiskripsikan benda.
- R : *Featurnya* maksudnya...OK, menurut dik Puji, kegiatan di *Task* ini gimana? Menarik kah, membosankankah, atau apalah?
- P : Apa ya?? Kalau menurut saya, ya saya merasa senang aja, soalnya saya bisa latihan mengucapkan ini semua dengan benar.
- R : Iya...menurut dik Puji peran guru sama peran siswanya di sini udah seimbang belum?
- P : Udah miss, soalnya kan sama-sama aktif. Bukan cuma gurunya yang aktif njelasin atpi siswanya juga kan ikut aktif.
- R : Sekarang yang *Task 5* gimana? Instruksi?
- P : Udah jelas...
- R : Bener? Nggak ada yang susah?
- P : Iya... ini kan disuruh melengkapi sama ekspresi yang tepat.
- R : Terus bisa ngerjain nggak kemarin?
- P : Alhamdulillah bisa miss...
- R : Isi dialognya mudeng nggak? Emm...maksudnya bisa ngerti nggak apa isi dialognya?
- P : *Customer* mau beli sepatu, lalu dia telepon toko olahraga terus si *shop assistannya* njelasin sepatu yang ada di sana. Hehehe
- R : OK, berarti ngerti isi percakapannya. Kepanjangan atau nggak menurut dik Puji

dialognya ini?

P : Nggak...

R : Terus dik, kalau kegiatan di *Task* ini gimana?

P : Ya enak... bisa belajar bicara Bahasa Inggris.

R : Menurut di Puji, saya selama njelasin materi dan mendampingi kalian pas ngerjain *Task 5* ini gimana? Emmm...gini nie dik maksudnya. Kan kemarin waktu kalian ngerjain saya seringnya mesti keliling kelas buat ngecek, nah menurut dik Puji saya sebaiknya seperti itu atau saya diam aja di depan gitu?

P : Ya...kaya kemarin aja miss, kan jadi enak misalnya ada yang nggak bisa gitu bisa tanya langsung ke miss.

R : Ya udah... Sekarang yang *Task 6*, gimana instruksinya?

P : Kalau yang ini kita disuruh mencari artinya di kamus.

R : Iya betul... terus kemarin bisa nggak? Nyari di kamus nggak?

P : Nyari beneran miss...

R : Setelah ketemu semua ya *vocabnya* bisa membantu untuk mengerjakan soal yang selanjutnya nggak?

P : Iya... yang *Task 8* itu ada beberapa yang nggak tahu dan bisa lihat disini.

R : Dik Puji udah banyak yang tahu *vocab* yang disini?

P : Ya ada beberapa yang tahu...tapi banyak yang nggak tahu miss.

R : Oh...gitu. Berarti sekarang jadi lebih banyak kan *vocabnya*?

P : Iya miss...

R : *Vocabnya* ini ada semua di kamus atau susah ditemuin di kamus?

P : Nggak....di kamus ada semua.

R : Untuk kegiatannya gimana? Kemarin kan disuruh mencari artinya di kamus, menurut dik Puji itu gimana?

P : Bagus miss soalnya kalau kita nyari sendiri di kamus itu kita jadi lebih ingat.

R : Iya bener dik, kalau cuma tanya sama temen atau guru pasti cepet lupanya. Nah, sekarang *Task 7*, gimana nih, instruksinya?

P : Sudah jelas...

R : Gimana dengan *grammarnya* paham nggak?

P : Insyaallah bisa.

R : Syukurlah kalau begitu....Kemarin kalian kan cuma ndengerin saya njelasin di depan, itu gimana? Ngantuk, bosen atau gimana?

P : Nggak kok miss saya ndengerin beneran makanya jadi sedikit lebih paham.

R : Sipp kalau gitu...Sekarang *Task 8*, gimana nih instruksinya?

P : Jelas...ini disuruh melengkapi dialognya, berdasar kan gambar.

R : Iya...gimana susah nggak?

P : Nggak begitu susah...kan udah ada itu keterangannya disini (disamping gambar kalung).

R : Jadi teksnya nggak terlalu sulit kan buat kamu dik.

P : Nggak kok miss...

R : Yang no.2 juga nggak sulit?

- P : Uhhh...nggak kok, sama aja kan ini.
- R : OK. Menurut dik Puji, situasi dan isi dialognya udah sesuai belum sama jurusan Penjualan?
- P : Udah miss...bagus... kan besok bisa aja kita kerja di *supermarket*, terus ada *Landa* (orang asing) yang beli atau tanya-tanya tentang barang-barang, kita kan jadi udah punya bekal miss.
- R : Berarti besok kalau disuruh mendiskripkan benda udah bisa ya?
- P : Iya Insyaallah mbak.
- R : OK. Dik Puji kemarin mempraktikan dialog ini dengan teman nggak?
- P : Iya miss... kan miss nya yang nyuruh.
- R : Terus dik Puji senang nggak dengan kegiatan di *Task* ini? Yang disuruh maju berpasangan ke depan?
- P : Iya senang...meskipun agak malu sih miss...tapi nggak apa-apa, asyik kok.
- R : Oh ya...untuk gambarnya gimana dik? Udah jelas apa belum?
- P : Iya jelas kok miss. Bagus banget...
- R : OK. Sekarang *Task 9*. Gimana, bisa memahami peraturan nya nggak?
- P : Hehehe... agak susah miss...soalnya pakai Inggris.
- R : Tapi saya njealasin mudeng nggak?
- P : Iya mudeng...
- R : Seneng nggak dik sama permainnanya?
- P : Seneng banget...lucu aja miss...hehehehe
- R : Lucu gimana?
- P : Ya kalau yang nggak bisa mendiskripsikan bendanya kan pada bingung terus ngomongnya jadi pada lucu. Hehehehe Tapi kita jadi bisa belajar gimana mendiskripsikan benda secara langsung meskipun berantakan. Hehehehehe
- R : Nggak apa-apa yang penting temennya bisa mudeng aja...Terus *Task 10* gimana, instruksinya?
- P : Emm...Ini disuruh milih situasi teru sbikin dialog.
- R : Betul sekali...kemarin bisa bikin nggak?
- P : Bisa...aku bikin yang No. 1.
- R : Kaya'e dari tadi saya tanya, mesti pada bikin yang No. 1. Kenapa milih No. 1 dik?
- P : Lebih mudah aja sih miss kalau menurut saya.
- R : Oh...gitu. Terus disuruh maju ke depan gimana perasaannya?
- P : Ya agak deg-degan miss... soalnya kan takut nanti salah ngucapinnya. Hehe
- R : Tapi menurut dik Puji, kegiatan di *Task* ini gimana?
- P : Ya, lumayan melatih saya untuk bisa membaca (*pronunciation*) dengan baik.
- R : Sekarang *Task 11*, gimana instruksinya?
- P : Jelas...disuruh milih gambar terus mendiskripsikan benda yang dibeli.
- R : Ssiip banget...kemarin pilih gambar yang mana?
- P : Yang No. 1, beli TV layar nya LCD.
- R : Terus bisa dik, mendiskripsikan TV LCD nya?



- P : Bisa...keamrin kata miss'nya dah bener.
- R : Iya maksudnya ada kesulitan nggak waktu ngerjain?
- P : Alhamdulillah nggak miss.
- R : Berarti udah bisa ya kalau disuruh mendiskripsikan benda?
- P : Insyaallah...
- R : OK. Kalau gambarnya gimana udah jelas belum?
- P : Sudah...gambarnya bagus-bagus.
- R : Nah, kalau *Task 12* gimana?
- P : Bisa...ini disuruh mendiskripsikan rubik kan miss?
- R : Iya...jadi perintahnya bisa dipahami ya dik?
- P : Iya bisa sekali...
- R : Kalau tentang *summary*'nya udah jelas kan?
- P : Iya, Cuma kurang gede dikit tulisannya miss...
- R : OK, besok digedein lagi. Sekarang yang *Technical Terms of Marketing*...gimana?
- P : Hehehehe....kalau yang ini lumayan susah miss... banyak yang nggak tahu *vocab*'nya soalnya. Tapi kalau langsung buka kamus B. Indonesia, ya bisa. Hehehehe
- R : Oh... tapi kalau cuma baca yang disini ini nggak mudeng dik?
- P : Susah miss...mending pakai B. Indonesia aja miss.
- R : Kalau pakai B. Indonesia, nanti kalian nggak bisa belajar. Soalnya udah terlalu enak.
- P : Iya sih mis...hehehehe
- R : Tapi kalau kemarin dikit-dikit dijelaskan sama saya, mudeng kan dik?
- P : Iya miss... tapi kalau baca sendiri susah. Hehehehe
- R : OK. Ada masukan atau saran nggak dik buat saya?
- D : Emmm.... Apa ya.... miss lebih tegas aja biar semua pada mau dengerin. hehehe
- R : Kalau untuk penjelasan yang saya berikan udah jelas dik?
- P : Udah kok miss.
- R : Emmm.... Ok lah...Dan pertanyaan terakhir, untuk *layout*'nya gimana? Udah bagus apa belum?
- P : Bagus banget miss... udah berwarna jadi seneng lihatnya. Hehehe
- R : OK. Makasih ya dik buat waktunya.
- P : Iya miss sama-sama.

INTERVIEW GUIDES  
AND  
INTERVIEW TRANSCRIPTS  
  
FIRST DRAFT-UNIT 2

## Interview Guides

### A. Evaluating of the whole Unit

1. The appropriateness of the materials for students of Marketing Program.
2. The goal
3. The input texts
4. The Activity
5. The students' roles
6. The teacher's roles
7. Setting
8. Layout
9. Summary
10. Technical terms of marketing

### B. Evaluating Each Task in the First Draft of Unit 2

1. Task 1
  - Instruction
  - The goal
  - The input texts
  - The Activity
  - The students' roles
  - The teacher's roles
  - Setting
2. Task 2
  - Instruction
  - The goal
  - The input texts
  - The Activity
  - The students' roles
  - The teacher's roles
  - Setting
3. Task 3
  - Instruction
  - The goal
  - The input texts
  - The Activity
  - The students' roles
  - The teacher's roles
  - Setting

Until Task 12

### Interview Transcript

The interview was conducted on April 2, 2011 at 10.00 in the school canteen. There were four interviewees. They were Rahma, Riana, Novi, and Yunita.

- R : Pagi.....  
 SS : Pagi...  
 R : Wah senang sekali ya bias bertemu dengan kalian lagi... O ya dik... maaf ya... mau Tanya-tanya dulu ya....boleh ya....  
 SS : Ya.....  
 R : Ya ini berempat..... ini ada dik siapa?  
 Ra : Rahma...  
 Ri : Riana....  
 Nv : Novi...  
 Y : Yunita...  
 R : OK...adik adik semuanya...baiklah...sekarang mulai dari dik Rahma dulu coba....  
 Ra : Aku lagi aku lagi....  
 R : Ya udah dik Riana dulu.... Emmm.... Ya udah semuanya aja..biar nggak saling ini ini....  
 SS : Ya....  
 R : Ini kan ada gambar nih di Task 1...kira-kira udah jelas belum gambarnya?  
 SS : Udah....  
 R : Udah jelas?  
 SS : Udah  
 R : Kira-kira tahu ini dimana?  
 SS : Di Gramed bisa, Toga mas...pokoknya intinya di toko buku....  
 R : Kalian kompak sekali?  
 Ri : Kita memang kompak mbak...  
 R : Terus kalian bisa jawab pertanyaan yang ini nggak?  
 SS : Apa *picture* ini? Apa yang orang-orang lakukan?  
 R : He'em.....jadi tahu ya....Teus Kemarin kalau saya Tanya....kira-kira mereka Tanya apa aja ke *shop assistannya*? Kalau kalian mau beli buku apa yang kalian tanyakan?  
 SS : Harganya berapa? Dapat diskon nggak?  
 R : Terus?  
 SS : Penerbitnya siapa? Pengarangnya siapa? Berapa lembar? Terbitnya kapan?  
 R : OK...nah berarti setelah mempelajari Task 1 ini...kalian udah tahu belum? Kita mau belajar apa di unit 2 ini?  
 Y : Mau belajar apa emm... How much is it...!!  
 R : Iya How much is it bagian dari apa? Kalau yang Unit 1 kemarin inget nggak belajar tentang apa?  
 Nv : Ya kaya gitu lah pokoknya.....

- SS : Mendiskripsikan benda....
- R : Iya...Nah kalau yang di Unit 2 ini tahu nggak? Kalau kita nanya harga, kita nanya penerbitnya siapa? Pengarangnya siapa? Ini kita berarti nyari apa?
- SS : Mencari informasi...
- R : Iya... kalian nih kegiatannya di Task 1 kan cuma menjawab kaya gitu to...saya yang tanya...kalian yang njawab....kira-kira kalau gitu pye?? Cukup membantu atau membosankan atau gimana?
- SS : Agak membosankan....
- Ri : Agak membosankan....
- R : Oh...agak membosankan...
- SS : habis Tanya-tanya terus
- R : Terus mintanya gimana?
- Ra : Mintanya ada permainannya...ada hadiahnya juga...hahaha
- R : Nah kalau yang ini nih....kan yang ini kan nggak dibagi-bagi kelompok....kalau jawab pertanyaan ini setuju apa tidak?
- SS : Tidak....
- Ri : Ya harusnya....maksudnya....ya nggak kelompok tapi satu kelompok dua orang... eh...maksudnya....itu nggak usah kelompok banyak –banyak satu meja aja....
- R : Nggak usah banyak-banyak.....berarti in pairs maksudnya.... Berdua dua?
- SS : Iya iya.....berpasang-pasangan.
- R : Terus yang kemarin saya njelasinnya jelas nggak? Maksudnya ngasih pertanyaannya jelas? Mengarahkannya jelas nggak?
- SS : Jelas....
- R : Task 2 ya.... Sekarang ya.... Sekarang yang Task 2...instruksinya jelas nggak?
- Ri : Baca dialog tersebut kemudian *statement* ini milih bener apa salah....No 1 misalnya kaya gini contohnya.
- R : Berarti ngerti lah....
- SS : Iya...iya....
- R : Ini iya iya ngerti beneran tow? Ngerti beneran tow??
- SS : Iya beneran.....
- R : Jadi bisa mengikuti kegiatan di task ini ya?
- SS : Bisa..
- R : Nah terus ini dialognya ini kepanjangan nggak?
- SS : Nggak.... Nggak....
- R : Terus isinya dialog ini udah sesuai belum sama jurusan penjualan?
- SS : Udah....
- R : Kenapa?
- SS : Udah dilengkapi keterangannya....
- R : Keterangannya apa nih maksudnya....?
- SS : Ya misalnya warnanya, harganya, ukurannya.... Untuk apa...

- R : Jadi sesuai dengan kebutuhan marketing ya??
- SS : Iya....
- R : Terus nah kegiatannya kan disini disuruh kerja sendiri....gimana... ada kesulitan nggak? Kalau dik Rahma ada?
- Ra : Ada....
- R : Ada kalau dik riana ada nggak?
- Ri : Tidak....kan tinggal lihat disini
- R : Dik Novi...
- Nv : Tidak...
- R : Dik Yunita...
- Y : Ada....
- R : Yang ada kesulitan kenapa kesulitannya?
- Ra : Kalau disuruh ngerjain sendiri nggak bisa... kalau berkelompok bisa.
- R : Oh gitu....
- Ra : Iya karena bisa mikir berdua...
- R : Kalau dik yunita...
- Y : Sama mbak... sama kaya gitu...
- R : Terus....ini kalau peran gurunya disini gimana?
- SS : Ya cukup membantu kalau misalnya kita tanya.
- R : Berarti saya nggak sia-sia ya saya ada di kelas....hehehehe
- SS : Nggak....
- R : Terus kalian sudah mearasa aktif belum selama mengikuti kegiatan ini....
- Ri : Sudah
- Ra : Tapi ada yang belum lho mbak.....
- R : Ya berarti untuk beberapa ada yang aktif ada yang belum...
- SS : Iya....
- R : Oh ya nah... setelah mempelajari task ini nih kalian bisa mempelajari isi dialog ini nggak?
- SS : Iya....udah udah...kok mbak....
- R : Terus kita ke Task 3.... Kalau kita membaca task ini ya...kalian jadi tahu nggak macam-macam ekspresi untuk menanyakan informasi gitu...
- SS : Iya tahu-tahu.... Pakai could... pakai I'd like....
- R : Jadi setelah membaca Task 3 ini kalian jadi ngerti ya....
- SS : Iya....
- R : Nah terus ini ada angka-angka ini juga bisa nggak ini yang *numbers*?
- SS : Bisa... kemarin bener aku...hahaahaha
- R : Ngerti ya....coba kalau lima puluh ribu berapa?
- SS : Fifty thousand....
- R : OK.... Jadi ngerti ya.... Udah bisa ini membacanya.... Cara membacanya udah bisa belum?
- SS : Iya... udah bisa....
- R : Terus kegiatannya yang disini membosankan nggak? Kemarinkan cuma tak suruh baca....ngikutin....

- SS : Nggak....kan jadi bisa cara bacanya.  
 R : OK alhamdulillah kalau gitu.... Terus ini udah jelas ya...maksudnya udah nggak ada yang bingung maksud dari ekspresi ini?  
 SS : Nggak....  
 R : Terus mengeanai peranan guru di dalam kelas kemarin gimana? Udah sesuai atau membantu belum?  
 SS : Sudah....  
 R : Kemarin waktu disuruh baca ekspresinya bersama-sama ada masalah nggak?  
 SS : Nggak ada.....  
 R : OK.. next...Task 4.... instruksinya....  
 SS : Bisa....  
 R : Apa?  
 SS : Mencocokkan *meaningnya*...  
 R : OK... bisa nggak kemarin?  
 Ri : Bisa....gampang iki....  
 R : Ketemu semua?  
 SS : Bisa...  
 R : Cari sendiri?  
 SS : Iya....  
 R : Beneran??  
 SS : Iya....  
 R : OK... berarti kalian jadi bisa menambah kosa kata kalian nggak?  
 SS : Iya.... Tapi sebenarnya ini udah ada yang tahu artinya....hehehe  
 R : Tapi setidaknya kalian jadi lebih tahu to?  
 SS : Iya....  
 R : Kegiatannya gimana di task ini, membosankan atau menyenangkan atau gimana?  
 SS : Menyenangkan...gampang soalnya ini.  
 R : Terus.... kata-kata ada yang sulit?  
 SS : Nggak.... Karena udah ada contohnya....  
 R : Dah sekarang kegiatannya disini...untuk mengerjakan sendiri kalian ada kesulitan nggak?  
 SS : Nggak...  
 R : Berarti nggak ada kesulitan ya??  
 SS : Nggak... kan bisa lihat di kamus....  
 R : Nah terus untuk peran gurunya di task ini gimana?  
 SS : Cukup membantu kita ketika kita mengucapkan kata-katanya salah.  
 R : Terus...lanjut-lanjut....Task 5....nih gimana instruksinya?  
 Ri : Suruh menulis kembali ekspresinya....  
 R : Berarti bisa dipahami ya perintahnya...  
 SS : Iya...  
 R : Terus nih dialognya gaimana? Ada kesulitan kah?

- SS : Nggak ada mbak...
- R : Kepanjangan kependekan?
- SS : Nggak... sedang sedang saja...
- R : Isi dialognya menurut kalain udah sesuai belum untuk jurusan penjualan?
- SS : Sudah .....
- R : Kenapa sudah?
- SS : Ya karena isinya tentang jual beli.
- R : Nah kegiatannya kan disini....kalian bisa menemukan ekspresinya nggak?
- SS : Bisa....
- R : Menurut kalian kemarin kalain sudah merasa berpartisipasi aktif belum di task ini?
- SS : Udah...
- R : Misalnya ngapain coba? Dik Rahma dulu.
- Ra : Apa ya....aku nggak ngantuk hehehehe
- R : Nggak ngantuk...terus dik Riana?
- Ri : Menjawab pertanyaan....nyebutin jawabannya....ya pokoknya gitu lah.
- R : OK...terus Novi.
- Nv : Ehmmm....sama mbak.
- R : Sama yang siapa?
- Nv : Riana...aku kan juga ikut jawab....
- R : Kalau dik Yunita?
- Y : Sama juga mbak.....hehehehe
- R : Sama semua ya....OK, jadi setelah mengerjakan Task ini berarti apa ya maksudnya berarti kalian udah tahu ya mana ekspresi yang digunakan untuk mencari informasi?
- SS : Udah udah,... udah ada di depannya soalnya....
- R : Kalau menurut kalian saya kemarin ngajarnya gimana?
- SS : Enak....
- Ra : Jelas....
- Nv : Iya bisa dipahami....
- R : Nah ini kan disuruh ngerjain berpasangan...gimana? Ada kesulitan?
- SS : Nggak.....bisa ngerjain soalnya.....
- R : Siipp... sekarang nih yang Task 6 gimana?
- Ri : Ini kadang-kadang agak susah....membingungkan...
- R : Bingungnya gimana?
- Ri : Rumusnya.... Kadang-kadang susah.... lupa...
- R : Saya jelasinnya pye?
- Ra : Pertamanya bisa... tapi akhir-akhirnya di kasih soal kok udah nggak bisa mbak....
- R : Berarti penjelasan saya kurang jelas gitu?
- Ri : Ya jelas tapi mungkin kurang sedikit jelas....
- R : Jadi sekarang kalian sudah bisa menggunakan *Wh-Questions* apa belum? Dik Rahma udah bisa belum?



- Ra : Kalau baru dijelasin mudeng mbak...tapi kalau disuruh ngerjain soal nggak bisa. hehehe
- R : Tapi kalau misalnya de Rahma mau nanyain tentang apa yang dibutuhkan sama *customer*, bisa nggak?
- Ra : Emmm.....bisa kan udah ada contohnya di depan.
- R : OK. Kalau dik Riana gimana, udah bisa kalau membuat pertanyaan memakai wh-questions?
- Ri : Iya bisa dikit-dikit tapi kadang masih suka lupa rumusnya.
- R : Ow...gitu, kalau dik Novi gimana?
- Nv : Sama kaya Rahma mbak... kalau baru dijelasin bisa tapi kalau ngerjain sendiri agak susah.
- R : Emm....dik yunita gimana?
- Y : Iya mbak aku juga sama.....
- R : Wah kok sama semua, atau latihannya kurang?
- Ri : Iya...sebenarnya harusnya lebih ditambah lagi latihannya.... Latihan untuk grammar....
- R : Ya udah besok saya tambah latihan untuk *grammar*. Terus menurut kalain di task ini lebih baik dibagi menjadi beberapa kelompok atau seperti kemarin saja?
- Ri : Seperti kemarin....
- R : Seperti kemarin....yang lain gimana?
- SS : Seperti kemarin...soalnya biar lebih konsentrasi saja.
- R : OK....Task 7 nih....gimana intruksinya....
- Y : Suruh melengkapi dengan ekspresi yang di dalam kotak.... Dah bisa nih aku....
- R : Oh...dah bisa...berarti nggak ada masalah kerja berkelompok....
- SS : Nggak....
- Ri : Sendiri juga bisa..
- Ra : Bagi yang pintar B. Inggris....
- R : Kalau dik Rahma gimana?
- Ra : Ya sulit....tapi kalau ada pilihannya ya bisa.
- R : Ini kan ada pilihannya...Jadi sekarang sudah tahu kan ekspresi yang bisa dipakai untuk menanyakan informasi?
- Ra : Iya mbak.....
- R : Yang lain gimana sudah paham belum?
- SS : Sudah mbak....
- R : Sekarang sudah tahu kan gimana menggunakan Wh-questions?
- SS : Sudah... Insyaallah...
- R : Dialognya kepanjangan nggak?
- SS : Nggak.... Udah Pas....
- R : Maksudnya isinya udah sesuai belum sama jurusan kalian?
- SS : Udah kok mbak.... Ini kan menanyakan tentang harga...
- R : Kalau kegiatan di task ini gimana? Menyenangkan nggak?

- SS : Ya...lumayan-lumayan....
- R : Terus nih kalian bosan, atau merasa kesulitan nggak dalam mengerjakan task ini?
- Ri : Nggak...soalnya udah ada pilihannya...
- SS : Iya....
- R : Sekarang berhubungan sama peran gurunya, gimana nih?
- SS : Bagus....udah jelas dalam memberi penjelasan dan pengarahan.
- R : Terus yang Task 8....instruksinya?
- Ri : Ini kan mau membeli ini tow... terus shop assistannya nerangin ini ini ini...bla bla bla....
- R : Terus berarti....kalian disini udah bisa untuk menggunakan asking for information?
- SS : Iya....
- R : Terus diaolognya gimana panjang pendeknya?
- SS : Cukup...
- R : Isinya juga sudah sesuai?
- SS : Sudah.... Bagus bagus....
- R : Kira-kira diskusinya gimana? Kan ini saya seringnya menyuruh kerja berpasangan to?
- SS : Iya.....
- R : Nah... kalian merasa gimana? Ada masalah nggak? Atau memang seharusnya memang berpasangan saja?
- SS : Berpasangan saja.... Biar lebih mudah....
- R : Terus malu nggak pas disuruh maju?
- SS : Nggak.... Paling salah pengucapannya...
- R : Terus berarti seneng nggak sama kegiatan di task ini?
- SS : Seneng.....
- R : Kenapa?
- SS : Bisa belajar, terus seneng lihat teman-teman maju ke depan. hehehehe
- R : Sekarang soal gurunya gimana?
- SS : Ya...cukup membantu waktu kita ngerjain karena bisa ditanyatanya...hehhe
- R : OK.... Siipp... Hayo... kemarin ingat nggak *game* nya (Task 9)?
- SS : Iya.... Tapi kurang menarik mbak....membosankan...
- R : Oh.... membosankan??? Berarti kurang menarik?
- Ra : Iya karena nggak ada hadiahnya....hahahahaha
- Ri : Sebenarnya kurang menarik *game* nya...harus lebih ditingkatkan lagi ya mbak....
- R : OK...makasih atas masukannya ya dik....besok gamenya di buat lebih menarik... Berarti kalian nggak senang ya waktu memainkan game ini?
- SS : Kurang senang mbak.
- Ra : Iya soalnya susah, bingung bahasa Inggrisnya apa.
- R : Oh...gitu, terus yang lain gimana? Merasakan hal yang sama juga?

- SS : Iya mbak sama.
- R : Terus nih kalian setuju nggak kemarin kan waktu main game nya dijadikan satu kelompok besar saja?
- SS : Setuju...
- R : Kalau untuk peran gurunya waktu di task ini gimana? Jelas nggak waktu saya menjelaskan peraturannya ya dan yang lainnya lah.
- SS : Jelas...
- Ri : Sebenarnya udah jelas tapi kan kita tidak tahu gimana Bahasa Inggrisnya jadi ya tetep susah gamenya.
- R : Gitu ya...kalau yang lain ada masukan lagi nggak?
- Y : Mbaknya harus lebih tegas lagi biar siswanya nggak pada ribut.
- R : OK terimakasih masukannya. Terus yang Task 10 gimana?
- SS : Ini kan disuruh membuat percakapan kan?
- R : Iya...berarti bisa dimengerti kan?
- SS : Iya....
- R : Terus bisa nggak?
- Ri : Iya..... bisa...kan bisa lihat depannya mbak.... Hehehehe
- R : Mengenai kegiatan di task ini gimana? Menyenangkan atau membosankan?
- SS : Menyenangkan....
- Ra : Jadi bisa belajar membuat dialog....
- Ri : Terus kita jadi nggak malu lagi buat maju karena udah sering.
- R : Kalau yang lain gimna ayo? Novi sama Yunita gimana?
- SS : Iya sama kaya Rahma dan Riana.
- R : Berarti kalian pas di suruh maju udah nggak malu-malu lagi ya?
- SS : Nggak...udah biasa soalnya.
- R : Kalau tentang peran guru di dalam kelas gimana?
- SS : Bagus....
- R : Maksudnya bagus apa? Ada yang bisa menjelaskan?
- Ri : Maksudnya ya bisa membantu kalau kit amau tanya
- Nv : Iya mbak....
- R : OK. Kalau tentang bekerja berpasangan gimana? Ada masalah nggak?
- SS : Nggak...lancar semua.
- R : Sekarang yang PR nya....bagaimana susah kah? Ini sebenarnya ntuk PR... tapi kemarin disuruh ngerjain di kelas soalnya kan kita cuma satu pertemuan...terus gimana, instruksinya?
- SS : Suruh emm... ini kan apa ini.... Nah ini kan data nya ini... Oh...si customer ingin lihat jam pingin tanya kualiatasnya, harganya, garansinya....lha terus shop assistannya harus menjelaskan harga, kualitas, garansi.....
- R : Berarti bisa ya?
- SS : Bisa...iya bisa
- R : Nggak ada kesulitan ya?
- SS : Nggak....

- R : Data yang untuk *customer* dan data yang untuk *shop assistant* ada yang membingungkana nggak?
- SS : Nggak....sudah jelas semua.
- R : Menurut kalian Task 11 ini memungkinkan akan kalian jumpai waktu kalian kerja besok?
- SS : Iya....
- Ri : Mungkin nggak sama persis karena kita kan mungkin juga nggak kerja di toko jam. Tapi setidaknya kita udah mendapat bekal.
- R : Kalau menurut yang lain gimana?
- Y : Ya mungkin aja mbak, karena kita kan juga mungkin besok kerja di toko jam tapi mungkin juga nggak, jadi ya aku setuju sama Riana.
- R : OK. Sekarang kalau kegiatannya gimana neh?
- SS : Ya cukup membantu dan memberi bekal untuk kita nanti.
- R : Kalian nggak merasa keberatan karen asering disuruh mempraktekkan dialog di depan kelas?
- SS : Nggak mbak....
- Ra : Bisa melatih kita jadi berani dan nggak malu-malu.
- R : OK siipp....Sekarang peran gurunya gimana?
- SS : Ya membantu kita...ketika mungkin ada yang bingung bisa tanya.
- R : Jadi seperti biasa ya gak ada masalah dengan peran gurunya.
- SS : Iya.....
- R : Terus kalian di task ini merasa kesulitan nggak dalam mengerjakan task dengan berpasangan?
- SS : Nggak...malah jadi mudah....
- R : OK... terus ini yang Task 12 yang terakhir gimana?
- SS : Membuat dialog berdasarkan gambar...
- R : Bisa berarti?
- SS : Bisa....
- R : Untuk gambarnya udah jelas belum?
- SS : Sudah.
- R : Ada kesulitan nggak waktu ngerjain task ini?
- SS : Ada...Dikit...
- R : Apa kesulitannya? Dik Rahma apa coba?
- Ra : Kadang kesulitan nyari kata-kata dalam Bahasa Inggrisnya jadi itu yang bikin lama.
- R : Oh...gitu. Terus yang lain?
- SS : Sama mbak...kadang bingung Bahasa Inggrisnya apa.
- R : Terus cara kalian mengatasi kesulitan itu gimana?
- SS : Ya buka kamus, terus tanya sama teman kalau nggak sama mbaknya.
- R : OK. Sekarang kegiatannya gimana?
- Ri : Kegiatannya sama seperti sebelumnya, jadi ya menurut saya kegiatannya cukup melatih kita untuk semakin terbiasa dengan situasi yang sama.
- R : OK. Ada masukan yang lain nggak?

- SS : Nggak mbak  
 R : Berarti tetap bisa menikmati kegiatan di task ini?  
 SS : Iya mbak....  
 R : Terus ada masalah dengan peran guru nya nggak selama ngerjai task ini?  
 SS : Nggak... mbaknya membantu kita kalau kita pas bingung.  
 R : Untuk kerja berpasangan ada masalah?  
 SS : Tidak ada...  
 R : OK... nah untuk *summary* nya, jelas?  
 SS : Sudah... sudah....  
 R : Sekarang yang Technical Terms of marketing...tahu nggak artinya?  
 Ri : Ini sering seh ditemu temukan...tapi ini ada beberapa yang belum tahu artinya.....  
 R : Ehmm.... Gitu...gimana yang lain ada kesulitan nggak, kalau artinya dalam Bahasa Inggris kaya gini? Dik Rahma ada kesulitan nggak memahami artinya?  
 Ra : Ada kalau seumpamanya nyari artinya...giman ya...harus lihat di kamus dulu...  
 R : Berarti...kalau cuma lihat disini nggak ngerti gitu ya?  
 Ra : Nggak....  
 Ri : Ya seharusnya diberi Bahasa indonesianya....Maksudnya ya Bahasa Inggris ya bahasaIndonesia....  
 R : Untuk keseluruhan gimana, Unit 2 ini? Setelah mempelajari Unit 2 ini..Kalian sudah tahu belum bagaimana memberi informasi kepada *customer*... terus kalian juga misalnya menanyakan informasi dari *customer*...udah bisa belum?  
 SS : Sudah...sudah...sudah...  
 R : Peran saya disini sebagai guru gimana? Sudah membantu kalain belum dan sudah sesuai belum?  
 SS : Udah.... Sangat membantu bisa ditanya-tanya kalau ada yang nggak bisa.  
 R : Untuk penjelasan dan pengarahan yang saya berikan sudah jelas apa belum?  
 SS : Udah.....  
 R : Terus untuk kejelasan semua instruksi di semua tasks nya gimana? Jelas?  
 SS : Ya lumayan jelas mbak...  
 R : Ya... terus untuk dialognya... gambar-gambarnya... udah jelas belum?  
 SS : Udah...udah pas mbak...  
 R : Terus untuk kegiatannya gimana? Membosankan?  
 SS : Iya... membosankan....harus lebih ditambahkan lagi biar lebih menarik.  
 R : Tapi untuk kalian kerja berpasangan... kalian ada masalah nggak?  
 SS : Nggak...nggak...nggak ada masalah....  
 R : Terus neh...kalian ada kesulitan nggak waktu mengerjakan keseluruhan latihan-latihan di unit ini?  
 SS : Nggak.....  
 R : Beneran? Coba dik Rahma ada kesulitan nggak?

Ra : Nggak....kan aku mengerjakannya sama teman ku mbak.  
R : Kalau mengerjakan sendiri ada kesulitan nggak?  
Ra : Sedikit.....  
SS : Kesulitannya gimana?  
Ra : Emmm.....kalau sendiri nggak yakin aja mbak itu udah bener atau belum,  
tapi kalau berdua kan bisa mikir berdua.  
R : Kalau yang lain gimana?  
SS : Bisa mbak....  
R : OK....Terus untuk layout nya designnya....  
SS : Oh... bagus.... bagus... sekarang berwarna....nggak seperti dulu yang  
nggak ada warnanya...  
R : Lho kemarin itu sebenarnya juga udah ada warnanya cuma saya ngasihnya  
copyan...  
SS : Oh....gitu....  
R : OK.....jadi....semuanya....terimakasih ya...  
SS : Iya...sama-sama mbak....

INTERVIEW GUIDES  
AND  
INTERVIEW TRANSCRIPTS  
  
FIRST DRAFT-UNIT 3

## Interview Guides

### A. Evaluating of the whole Unit

1. The appropriateness of the materials for students of Marketing Program.
2. The goal
3. The input texts
4. The Activity
5. The students' roles
6. The teacher's roles
7. Setting
8. Layout
9. Summary
10. Technical terms of marketing

### B. Evaluating Each Task in the First Draft of Unit 3

1. Task 1
  - Instruction
  - The goal
  - The input texts
  - The Activity
  - The students' roles
  - The teacher's roles
  - Setting
2. Task 2
  - Instruction
  - The goal
  - The input texts
  - The Activity
  - The students' roles
  - The teacher's roles
  - Setting
3. Task 3
  - Instruction
  - The goal
  - The input texts
  - The Activity
  - The students' roles
  - The teacher's roles
  - Setting

Until Task 12



## Interview Transcript

The interview was conducted on April 2, 2011 at 12.00 in the school canteen. There were three interviews. They were Rahma, Novi and Opi.

- R : Siang dik...
- SS : Siang...
- R : Ngomongnya pelan banget, yang keras aja nggak apa-apa. Emm...dik mau tanya-tanya bentar ya ini ni materi yang kemarin. Nah mulai dari ini ya. Ketika adik-adik membaca judulnya ini. Judulnya kan "*Could you...please.*" Terus ini ngeliat gambarnya, baca ini nya kaya gitu. Kalian tau nggak, ada bayangan nggak sebenarnya kita di unit ini mau belajar tentang apa?
- SS : Meminta tolong sesuatu.
- R : Iya pinter...berarti mudeng ya? Tahu gitu?
- SS : Iya...
- R : Iya...ya...ini kan gambarnya kaya gini misalnya ada *customer* yang beli pastikan minta tolong ambilin yang di atas gitu. Sekarang yang Task 1. Gimana nih instruksinya, bisa dipahami kan?
- SS : Maksudnya itu ini gambar apa? Mereka dimana? Apa yang dilakukan oleh laki-laki itu? Apa yang dilakukan perempuan itu?
- R : Jadi mudeng nggak? Jadi bisa jawab pertanyaan yang ini tow kemarin?
- SS : Bisa...
- R : Coba ini yang *shop assistannya* yang mana?
- SS : Yang cowok.
- R : Iya jadi ceweknya yang nanya. Terus kalau gambarnya jelas nggak?
- SS : Jelas...
- R : Terus kalau tentang ini...tentang kegiatannya gimana? Ya kan ini sama lagi kaya kemarin, nunjukin gambar dan nanyain pertanyaannya ke kalian. Menurut kalian gimana? Ya maksudnya kegiatan yang kalian lakukan di kelas untuk mengerjakan Taskk 1 ini membosankan nggak? Atau ada kesulitan atau gimana?
- SS : Nggak...
- R : OK, dari mempelajari task 1 ini, kalian sudah bisa membayangkan ow...kita disini mau belajar tentang ini tow...mau belajar meminta tolong. Bisa nggak?
- SS : Bisa...
- R : Ya...tapi kok tidak meyakinkan?
- SS : Bisa kok...alhamdulillah bisa kok...
- R : OK...nah terus ini kan sama lagi kaya kemarin-kemarin...ini pertanyaannya saya arahkan ke *whole kelas*, nggak saya bagi-bagi ke kelompok dulu. Menurut kalian gimana?
- SS : Nggak apa-apa.
- R : Menurut kalian nggak apa-apa?

SS : Iya nggak apa-apa...

R : OK. Menurut kalian saya ngajarnya bagaimana? Sudah jelas belum?

SS : Sudah...

Ra : Cuma lebih tegas aja mba, biar gak pada ramai yang belakang.

R : Sekarang yang Task 2. Instruksinya gimana? Mudeng nggak?

SS : Baca dialog di bawah ini dan jawab pertanyaan berikut.

R : Bisa jawab pertanyaan nggak?

SS : Bisa...

R : Ada kesulitan nggak?

SS : Nggak...

R : Kemarin kan ngerjain sendiri nih...ada kesulitan nggak?

SS : Nggak...

R : Saya udah mengarahkan dan menjelaskan dengan baik belum?

SS : Sudah...

R : Oh... pinter... nah dialognya gimana?

SS : Terlalu pendek...

R : Berarti harus dipanjangin?

SS : Tambahin sedikit.

R : OK... terus ada kata-kata yang sulit?

SS : Nggak...udah dong aku...

R : OK... setelah belajar ini kalian memahimi isi bacaannya? Maksudnya setelah menjawab kalian jadi tahu isi nya?

SS : Iya tahu.

R : Sekarang yang Task 3 gimana instruksinya?

SS : Maksudnya cari ekspresi permintaan dari dialog berikut kemudian praktekan dialog dengan temanmu?

R : Terus dialognya susah nggak? Bisa dipahami?

SS : Bisa...

R : Bisa menemukan ekspresinya nggak?

SS : Bisa...

R : Kalian pinter...nggak ada masalah nih?

SS : Nggak...

R : Kalian jadi tahu contoh ekspresi untuk meminta sesuatu nggak?

SS : Iya...jadi tahu kan ada di situ contohnya.

R : Pas maju gimana? Ada kesulitanm nggak pas mempraktekan dialog ini?

SS : Ya mungkin...

R : Lho kok mungkin...kemarin kalian ada kesulitan nggak? Kalian maju nggak?

Ra : Opi yang maju...

R : Opi ada kesulitan nggak?

O : Nggak...

R : Nggak ada masalah berarti dalam mengerjakan ini...dalam mengerjakan berpasangan gitu?

SS : Nggak...

- R : Kalian sebenarnya keberatan nggak sih kalau di suruh maju gitu?
- SS : Emm...nggak sih mba...kan itu juga bisa membantu kita biar lebih lancar lagi berbahasa Inggris.
- R : Kalau cara ngajar saya gimana? Sudah jelas belum?
- SS : Udah kok mba..jelas banget.
- R : Sekarang Task 4 nya nih...ada yang susah?
- SS : Nggak kok mbak.
- R : Setelah mempelajari Task 4 ini kalian jadi ngerti nggak contoh-contoh ekspresi yang dipakai untuk *request something*?
- SS : Iya tahu... tahu
- R : Jelas semuanya?
- SS : Jelas...
- R : Ada kesulitan nggak?
- SS : Nggak ada.
- R : Oh iya, tentang kegiatannya kan sama aja kaya yang di Unit 2. Saya nyuruh kalian buat baca dan ngikutin. Gimana? Kalian setuju dengan kegiatan seperti itu atau ingin yang lain?
- SS : Setuju...
- R : Jadi setuju yang kaya kemarin itu?
- SS : Iya...setuju. Kan jadi tahu cara bacanya.
- R : Saya kemarin njelasin tentang ekspresinya jelas nggak? Kalian ngerti nggak?
- SS : Jelas mbak... jadi mudeng kok.
- R : Kemarin kan saya tidak membagi kalian di dalam grup waktu ngerjain Task 4, kalain gimana ada kesulitan nggak?
- SS : Nggak kok mbak...
- R : Ya...Lanjut sekarang yang Task 5. Instruksinya gimana? Mudeng nggak?
- SS : Mudeng. Maksudnya itu berpasangan lihat di Task 4 skali lagi lengkapi dialog di bawah ini kemudian lengkapi dialog tersebut.
- R : OK... bisa ngerjain nggak kemarin?
- SS : Bisa...masih gampang.
- R : Pas praktek dialognya gimana? Bosen nggak?
- O : Nggak... malah menyenangkan..kan melatih keberanian.
- R : Terus ada masalah nggak untuk kerja berpasangan?
- SS : Nggak mbak...malah seneng.
- R : Ini kan dialognya pendek, cuma sekali ngomong aja...kalian lebih suka yang pendek atau milih yang panjang?
- SS : Lebih suka yang pendek yang dua-dua...
- R : Jadi lebih suka yang gini aja?
- SS : Iya...
- R : Nah, setelah mengerjakan yang Task 5 ini kalian jadi tambah ngerti nggak tentang ekspresi yang dioakai untuk request?
- SS : Iya tahu sekarang.
- R : Saya peranannya gimana dik waktu ngajar?

- SS : Mbaknya jelas kalau njelasin...tapi ya kurang tega sedikit. hehehehe
- R : Nah sekarang Task 6 nih...mudeng nggak?
- SS : Mudeng....
- R : Sekarang udah tau gimana menggunakan modals?
- SS : Insyaallah mbak...
- R : Jadi yang perlu diingat itu ya...jadi kalau habis modal itu pasti belakangnya V<sub>1</sub>. Nggak boleh V ditambah s/es. Gimana susah nggak?
- SS : Nggak...
- R : Beneran ya?
- SS : Beneran mbak...
- R : Saya kan cuma menerangkan di papan tulis... menurut kalian jelas nggak penjelasannya?
- SS : Jelas...
- R : Kalian bosan nggak dengan kegiatannya?
- SS : Nggak mbak
- R : Kalian merasa ada kesulitan nggak?
- SS : Nggak mbak...
- R : Jadi untuk memahami yang task ini nggak perlu di bentuk ke kelompok-kelompok?
- SS : Nggak...
- R : Sekarang yang Task 7. Bisa memahami instruksinya nggak?
- SS : Tentukan kalimat di bawah ini benar atau salah?
- R : Kemarin bisa nggak?
- SS : Bisa...cuma disuruh pilih kok.
- R : Soalnya susah nggak?
- SS : Nggak...
- R : Kegiatan di task ini membantu kalain dalam memahami penggunaan modals nggak?
- SS : Iya... ini kan kita disuruh menentukan kalimatnya bener atau nggak. Jadi kita lebih tahu.
- R : Sekarang sudah lebih paham cara menggunakan modals belum?
- SS : Iya... sudah....
- R : Terus peran gurunya gimana menurut kalaina? Apa sudah cukup membantu kalian?
- SS : Iya... mbaknya sudah mengarahkan dengan baik.
- R : Kemarin kalain bisa mengerjakan sendiri?
- SS : Iya mbak...
- R : Ada kesulitan nggak?
- SS : Nggak ada.
- R : Sekarang yang Task 8. Gimana?
- SS : Berpasangan buatlah simple dialog berdasarkan situasi yang tersedia kemudian praktekan dialog tersebut.
- R : Jadikan ini ada 5 situasi. Ada kesulitan nggak?

- SS : Nggak...
- R : Menurut kalian ini mending milih salah satu situasi atau ngerjain semua?
- N : Ngerjain semua biar tambah mudeng.
- R : Berarti kalian mudeng kan? Bisa mengerjakan kemarin?
- SS : Iya mbak bisa..
- R : Terus ada masalh nggak kemarin dalam mengerjakan secara berpasangan?
- SS : Nggak.
- Ra : Malah enak bisa mikir berdua.
- R : Siip...terus saya mengarahkan kalian sudah jelas belum dik? Sebagai guru saya perannanya sudah membantu kalian atau belum?
- SS : Sudah baik...cukup membantu.
- R : Kalian setelah mengerjakan task ini jadi lebih paham cara menggunakan modals dan ekspresi request nggak dik?
- SS : Iya mbak.
- O : Kita disuruh membuat dialog dengan menggunakan ekspresi request jadi kita semakin mudeng.
- R : Sekarang kan masuk *game* (Task 9)...kemarin *game* nya gimana?
- SS : Seru...
- R : Bisa kalian nebak kemarin?
- SS : Ada yang salah...
- R : Kira-kira kenapa kemarin ada yang salah?
- O : Ya karena ada yang gak dengar pas ditengah-tengah, jadi pas sampai depan ya salah.
- R : Ehmm... menurut kalian anggota per grupnya terlalu banyak nggak?
- Ra : Nggak kok mbak, udah pas nanti kalau di kurangi malah jadi sedikit kan gak rame.
- R : Terus kemarin berarti gak ada masalah dengan kelompok kalian ya?
- SS : Iya mbak....
- R : Seneng main *game* nya?
- SS : Seneng...
- R : Cukup mengobati kepusingan kalian setelah mengerjakan task2 sebelumnya?
- SS : Iya...
- R : Kalau kemarin saya nggak menjelaskan peraturannya kalian mudeng nggak?
- SS : Nggak...
- R : Ehmmm... tapi setelah saya menjelaskan terus bisa?
- SS : Iya mudeng...
- R : Dan kalian bisa menjalankan tugas di *game* ini dengan baik?
- SS : Iya...
- R : Terus...yang **Task 10**. Instruksinya gimana?
- Ra : Berpasangan buat dialog berdasarkan gambar berikut. Kemudian praktekan dialog. Kamu sedang di supermarket dan kamu membutuhkan bantuan dari shop assistant.
- R : Terus kalian disuruh membuat percakapan tentang itu...bisa nggak?

- SS : Bisa  
 R : Yang bener?  
 SS : Ya bener to...  
 R : Kalian ada kesulitan nggak waktu ngerjain task ini?  
 SS : Nggak ada...  
 R : Ada masalah nggak waktu ngerjain berpasangan?  
 SS : Nggak ada juga...  
 R : Ini coba yang *shop assistannya* yang mana?  
 SS : Yang pakai baju merah putih.  
 R : Iya...terus gambarnya udah jelas belum? Ini di toko mana?  
 SS : Kaya di tempat peralatan rumah tangga.  
 R : Berarti nggak bingung ya?  
 SS : Nggak...  
 R : Saya disini perannya gimana? Saya sudah membantu atau gimana? Biasanya saya selalu keliling waktu kalian ngerjain tugas...nah kalian itu merasa malu apa nggak waktu saya memerikasa tugas kalian. Atau kalian maunya saya tetap diam aja di depan duduk?  
 SS : Keliling-keliling....  
 R : Kenapa?  
 SS : Kalau mau tanya gampang, bisa dipanggil kapan saja.  
 R : Kegiatannya disini kalian bosan nggak?  
 SS : Nggak kok...  
 R : Setelah kalian mengerjakan task ini gimana?  
 SS : Ya kita makin paham mbak.  
 R : Makin paham ngapain?  
 Ra : Membuat dialog menggunakan ekspresi request.  
 N : Sama itu menggunakan *can*, *could* dan teman-temannya.  
 R : OK lanjut Task 11. Kan PR nih...tapi karena kita cm 1 pertemuan jadi nggak buat PR, dikerjakan di kelas. Gimana instruksinya? Mudeng nggak?  
 SS : Mudeng...  
 R : Disuruh ngapain?  
 SS : Berpasangan buat lah dialog berdasarkan situasi berikut kemudian praktekan dialog.  
 R : Ada masalah waktu ngerjain task ini dengan pasangan kalian nggak?  
 SS : Nggak ada...  
 R : Mudeng nggak situasinya nih?  
 N : Buat dialog antara *shop assistant* dan *customer*. Andaikan kamu perg ke toko dan membeli sesuatu, kamu menemukan beberapa kesulitan untuk menemukannya dan kamu bertanya pada *shop assistant* untuk membantumu.  
 R : Jadi bisa ya kemarin bikin dialognya?  
 SS : Bisa...  
 R : Terus sudah sesuai belum situasinya sama jurusan kalian?  
 SS : Sesuai...

- R : Sesuainya kenapa?
- Ra : Ini tentang penjualan dan kita juga jurusan penjualan...
- R : Setelah ngerjain task ini gimana?
- SS : Jadi lebih ngerti lagi cara menggunakan ekspresi request.
- R : Peran saya gimana di task ini? Sudah mendukung belum atau membantu belum?
- SS : Sudah mbak... membantu kami lebih memahami gambarnya.
- SS : Terus Task 12...bisa nggak?
- R : Ngerti....suruh ngapain?
- SS : Membuat dialog berdasarkan gambar berikut.
- R : Gambarnya bisa dipahami nggak?
- SS : Bisa...
- R : Ini beli apa?
- SS : Radio...
- R : Bisa kemarin membuat dialognya?
- SS : Bisa...
- R : Nggak ada kesulitan?
- SS : Nggak...
- R : Dalam kerja berpasangan ada masalah nggak?
- SS : Nggak ada..
- R : Saya ngasih gambarannya kemarin pas nyuruh ngerjain udah jelas belum? Kalian bisa paham?
- SS : Bisa...
- R : Kalian jangan bisa... bisa tok ya... tapi beneran...
- SS : Beneran...
- R : Setelah ngerjain task ini gimana? Apa yang kalian dapat?
- SS : ya jadi semakin ternisa aja menggunakan ekspresi request.
- R : Ini *summary* nya...dah jelas belum?
- SS : Udah kan cuma ngulangi...
- R : Untuk *technical term*nya mudeng nggak?
- SS : Mudeng...
- R : Tahu?
- SS : Tahu kok ini...
- R : OK sekarang untuk keseluruhan unit nya... kira-kira setiap gambar yang ada di Unit 3 ini sama diaolog-dialog nya udah sesuai belum sama jurusan penjualan?
- SS : Sesuai
- R : Sesuainya kenapa?
- SS : Karena bidangnya penjualan...
- R : Terus untuk kegiatannya gitu...kegiatannay membosankan nggak di unit 3 ini?
- SS : Nggak, menyenangkan kok...
- R : Setelah kalian belajar Unit 3 ini. Kalian bisa nggak mempraktekan ketika kalian kerja besok? Kalian bisa nggak menggunakan ekspresi-ekspresi yang

tadi itu?

SS : Bisa...

R : Beneran ya?

SS : Iya...

R : Dalam kegiatan kalian mengerjakan sendiri, berpasangan, dan *whole class*.  
Kemarin ada kesulitan nggak?

SS : Nggak

R : OK...terus tentang saya sendiri...untuk cara ngajar saya ada masalah nggak?  
Seneng nggak kalian dengan cara ngajar saja?

SS : Seneng...

R : OK makasih,.. Jelas nggak saya njelasinnya?

SS : Jelas...

R : Kemarin kalian sudah merasa menjadi siswa yang aktif nggak?

SS : Iya...

R : Bukan cuma kalian sih...tapi teman-teman kalian itu terlihat aktif nggak?

SS : Iya...

R : Tentang *lay outnya* gimana?

N : Bagus...menarik ada gambar-gambarnya...

R : OK...berarti intinya keseluruhan dari Unit 3 ini sudah sesuai untuk jurusan kalian?

SS : Sudah...

R : Terimakasih adik-adik..

SS : sama-sama...



INTERVIEW GUIDES  
AND  
INTERVIEW TRANSCRIPTS  
  
SECOND DRAFT-UNIT 1

## Interview Guides

### A. Evaluating of the whole Unit

1. The appropriateness of the materials for students of Marketing Program.
2. The goal
3. The input texts
4. The Activity
5. The students' roles
6. The teacher's roles
7. Setting
8. Layout
9. Summary
10. Technical terms of marketing

### B. Evaluating Each Task in the Second Draft of Unit 1

1. Task 1
  - Instruction
  - The goal
  - The input texts
  - The Activity
  - The students' roles
  - The teacher's roles
  - Setting
2. Task 2
  - Instruction
  - The goal
  - The input texts
  - The Activity
  - The students' roles
  - The teacher's roles
  - Setting
3. Task 3
  - Instruction
  - The goal
  - The input texts
  - The Activity
  - The students' roles
  - The teacher's roles
  - Setting

Until Task 12

### Interview Transcript

This interview was conducted to find out the students' opinions about the developed tasks. It was conducted on May 11, 2011 at 10.15 in the library. The interviewees were Clara, Eni, Dewi.

- R : Selamat pagi dik.  
 SS : Pagi mbak.  
 R : Dik, boleh tanya-tanya bentar ya tentang matrei yang kemarin?  
 SS : Iya mbak.  
 R : Menurut adik-adik gimana, materi yang kemarin?  
 C : Ya bagus mba, berwarna.  
 R : selain itu ada yang punya pendapat lain, mungkin tentang isinya gimana?  
 E :Emmm... isinya kalau menurut saya sudah sesuai mbak. Sangat membantu kita belajar.  
 R : OK, sekarang saya mau tanya tentang Task 1, menurut adik-adik gambarnya gimana, jelas nggak?  
 SS : Jelas mbak.  
 R : Bisa di pahami ya itu gambar apa?  
 SS : Iya mbak.  
 R : Nah kalau pertanyaannya, susah nggak?  
 SS : Nggak mbak.  
 R : Kemarin menemukan kesulitan waktu ngerjain Task 1?  
 SS : Nggak ada mbak.  
 R : Setelah mempelajari Task 1, adik-adik bisa tau nggak kita mau belajar apa di Unit 1?  
 SS : Mendiskripsikan barang...  
 R : Jadi bisa mengira ngira apa yang akan kita pelajari ya.  
 SS : Iya.  
 R : Kalian merasa kesulitan nggak waktu mengerjakan Task 1 dengan teman 1 kelas?  
 SS : Nggak.  
 R : Kalau tentang peran guru di dalam kelas gimana dik?  
 E : Mbaknya lucu...  
 R : Lucu ya? Kalau njelasin jelas nggak? Kalian mudeng nggak?  
 SS : Jelas kok mbak...  
 C : Saya jadi mudeng kok mba....  
 R : OK, sekarang yang Task 2 gimana? Dari instruksinya dulu coba mudeng nggak?  
 SS : Mudeng kok mba.  
 R : Ada kesulitan nggak waktu ngerjain Task 2 ini?  
 SS : Nggak ada.

R : Kalau dialognya susah nggak?  
 SS : Nggak...  
 C : Disitu sudah ada artinya...  
 R : Bisa memahami dialognya nggak?  
 SS : Bisa...  
 R : Pertanyaannya bisa membantu kalian untuk memahami dialognya?  
 SS : Iya...  
 C : Setelah menjawab pertanyaan kita jadi tahu maksudnya.  
 R : Berarti nggak ada masalah sama kegiatannya ya.  
 SS : Nggak ada...  
 R : Ada kesulitan waktu ngerjain task ini sendiri nggak?  
 SS : Nggak ada.  
 R : Gurunya kalau disini gimana? Membantu kalian nggak?  
 SS : Iya mbak.  
 R : Setelah mempelajari task ini apa yang kalian dapatkan?  
 E : jadi tahu gimana mendiskripsikan benda.  
 C : Tahu ekspresi yang digunakan untuk mendiskripsikan benda.  
 R : Terus yang lain, dik Dewi coba?  
 D : Ya jadi tahu ekspresi yang dipakai.  
 R : OK. Sekarang yang Task 3 coba, instruksinya gimana?  
 SS : Udah jelas.  
 R : Gambarnya udah jelas belum?  
 SS : udah.  
 R : Tentang dialognya gimana? Ada kesulitan nggak?  
 SS : Nggak ada...  
 R : beneran ini nggak ada yang punya kesulitan?  
 SS : Nggak ada...  
 R : Terus kemarin bisa menemukan ekspresi yang dicari?  
 SS : Bisa...  
 R : Ada kesulitan nggak waktu mencari-cari sendiri?  
 SS : Nggak ada...  
 R : Peran gurunya gimana?  
 SS : Bagus...  
 R : Bagus gimana?  
 C : Ya bisa membantu kita.  
 R : Tentang kegiatannya gimana?  
 SS : Cukup menyenangkan..  
 D : Dan nggak susah-susah banget.  
 R : Setelah mempelajari Task 3 apa yang kalian dapatkan?  
 SS : Ya jadi tahu ekspresi yang digunakan untuk mendiskripsikan benda.  
 R : Selanjutnya yang Task 4, gimana instruksinya jelas nggak?  
 SS : Jelas mbak.

- R : Ada ekspresi yang tidak dimengerti?  
 SS : Udah tahu semua...  
 C : Kan udah dijelasin kemarin.  
 R : Ada kesulitan nggak untuk mengucapkan ekspresinya?  
 E : Pertamanya sih iya, tapi setelah diulang jadi bisa.  
 R : Yang lain gimana?  
 SS : Sama mbak.  
 R : Menurut kalian apa yang dilakukan di task ini gimana? Membosankan nggak?  
 SS : Nggak mbak...  
 R : Penjelasan saya gimana, jelas nggak?  
 SS : Jelas mbak.  
 R : Ada masalah selama meneggrjakan Task 4?  
 SS : Nggak ada...  
 R : Di task ini saya tidak membagi kalian di dalam kelompok, menurut kalian gimana, ada masalah nggak? Emmm...kalian merasa nyaman nggak maksudnya?  
 SS : Nyaman-nyaman aja kok mbak.  
 R : Setelah mempelajari task ini apa yang kalian dapat?  
 SS : Ya jadi tahu banyak tentang ekspresi untuk mendiskripkan benda.  
 C : Terus jadi tahu juga apa saja yang perlu disebutkan kalau mau mendiskripsikan barang.  
 R : OK. Lanjut lagi ke Task 5. Instruksinya gimana?  
 SS : Sudah jelas.  
 R : Kalian tahu kalian harus ngapain?  
 SS : Iya tahu.  
 R : Kalian bisa ngerjain nggak?  
 SS : Bisa.  
 R : Ada kesulitan nggak?  
 SS : Nggak ada.  
 R : Dialognya bisa dipahami nggak?  
 SS : Bisa.  
 R : Kalau gambarnya jelas nggak?  
 SS : Jelas.  
 R : Bisa membantu kalian untuk memahami dialog nggak?  
 SS : Iya mbak..  
 R : Terus ada masalah nggak dalam mengerjakan berpasangan?  
 SS : Nggak mbak.  
 R : Peran gurunya gimana, membantu kalian dalam menyelesaikan task 5 nggak?  
 SS : Membantu...  
 C : Bisa tanya sapa mbaknya.

- R : Setelah melengkapi dialog di Task 5 ini gimana, apa yang kalian dapatkan?
- SS : Jadi tambah ngerti cara mendiskripsikan benda.
- R : Lanjut lagi Task 6, gimana instruksinya?
- SS : Sudah jelas.
- R : Ada kata-kata yang sulit nggak?
- SS : Nggak ada, bisa di cari di kamus.
- R : Kalian bisa cara bacanya nggak?
- SS : Bisa.
- C : Disini sudah ada cara bacanya.
- R : Ada kesulitan selama mengerjakan Task 6?
- SS : Nggak ada.
- R : Ada kesulitan nggak waktu mengerjakan sendiri?
- SS : Nggak ada.
- R : Kegiatan di task ini gimana, membosankan nggak?
- SS : Nggak.
- E : Jadi tahu banyak kata-kata baru dan cara bacanya.
- R : Task ini bisa membantu untuk menyelesaikan task yang selanjutnya nggak?
- SS : Bisa...jadi udah tahu artinya.
- R : Terus untuk peran gurunya gimana?
- SS : Iya membantu kita mbak...
- R : Membantu dalam hal apa nih?
- C : Ya ngajari cara membacanya.
- R : Sekarang Task 7, gimana nih, instruksinya jelas nggak?
- SS : Jelas...
- R : Sudah bisa belum menggunakan Simple Present Tense?
- SS : Ya sedikit lebih paham mbak.
- R : Terus bisa mengerjakan task yang di bawahnya nggak?
- SS : Bisa mbak...
- R : Kemarin bener semua nggak?
- C : Saya betul semua...
- R : Kalau yang lain gimana?
- D : Saya salah satu.
- R : Kenapa salahnya, masih bingungkah?
- D : Cuma kurang teliti saja sih mbak.
- R : OK. Berarti lain kali harus lebih teliti ya.
- SS : Iya mbak.
- R : Terus yang kalian lakukan di task ini membuat kalian memahami penggunaan Simple Present Tense nggak?
- SS : Iya mbak...semakin ngerti cara nggunainnya.
- R : Membosankan nggak kegiatannya?
- SS : Emm...nggak kok.
- R : Menurut kalian penjelasan saya sudah cukup jelas belum?

SS : sudah.  
R : Menurut kalian yang kita lakukan di task ini gunanya apa?  
C : Melatih pemahaman kita tentang Simple Present Tense.  
R : Iya...Ada yang lain nggak?  
SS : Biar kita lebih paham aja.  
R : Kalian merasa kesulitan dalam mengerjakan sendiri?  
SS : Nggak kok.  
R : OK. Sekarang Task 8. Gimana instruksinya?  
SS : Sudah jelas.  
R : Kalian ada masalah nggak waktu ngerjain Task 8?  
SS : Nggak ada.  
R : Terus dialognya bisa dipahami semua nggak?  
SS : Bisa...  
R : Menurut kalian dialognya sudah sesuai belum dengan jurusan Penjualan?  
SS : Sudah.  
R : Kenapa sudah?  
C : Ya sama-sama tentang penjualan dialognya.  
R : Gambarnya jelas nggak?  
SS : jelas.  
D : Bagus berwarna...  
R : Terus gambarnya bisa membantu dalam mengerjakan soalnya nggak?  
SS : Bisa...  
C : Jadi punya gambaran tentang benda yang didiskripsikan.  
R : OK. Kalau tentang kegiatannya gimana? Kalian suka nggak?  
SS : Suka kok.  
R : Kenapa suka?  
SS : Ya jadi bisa belajar banyak hal.  
R : Misalnya?  
C : Cara mendiskripsikan benda, cara mengucapkan dengan benar.  
R : Terus yang lainnya gimana?  
E : Jadi lebih berani dan nggak malu-malu lagi.  
R : Bagus...Kalau Dewi gimana?  
D : Sama mbak...  
R : Emmm...Ada masalah nggak dalam bekerja berpasangan?  
SS : Untungnya nggak ada.  
R : Kalau peran gurunya gimana?  
SS : Ya membantu kita, kalau kita ada kesulitan.  
R : Sekarang yang Task 9, gimana?  
SS : Menyenangkan.  
R : Ada kesulitan nggak buat kalian?  
SS : Dikit...  
R : Kesulitannya apa coba?

E : Kalau misalnya mau mendiskripsikan sesuatu tapi terus nggak tahu bahasa Inggris nya apa, kan jadi bingung.

R : Oh...kalau yang lain apa?

SS : Sama mbak.

R : kan kalian bisa buka kamus.

SS : Iya sih...hehehehe

R : Nah...Jadi kalian bisa memainkan game nya dengan baik nggak?

SS : Ya lumayan bisa.

R : Peran gurunya gimana disini?

SS : Ya bisa mengatur kelas dengan baik.

R : Terus ada masalah nggak dengan kemarin dalam tiap regu?

SS : Ya kesulitannya cuma kaya tadi mbak.

R : OK...setelah main game ini perasaan kalian gimana?

SS : Ya lebih seneng aja gak stress.

C : Ada hiburannya jadi bisa ketawa.

R : OK. Terus Task 10. Gimana instruksinya?

SS : Jelas...

R : Kalian bisa nggak ngerjaian task ini?

SS : Bisa...

R : Ada kesulitan nggak? Situasinya menurut kalian ini sulit atau nggak?

SS : Nggak terlalu sulit.

R : Sesuai nggak sama jurusan kalian?

SS : Sesuai mbak.

R : Ehmm... kira-kira akan sering kalian jumpai nggak?

SS : Ya bisa jadi mbak.

R : Kegiatan di task ini gimana membosankan nggak?

SS : Nggak kok. Seneng ada main-mainnya juga.

D : Deg-degan takut aku yang disuruh maju. hehehe

R : Peran gurunya gimana?

SS : Ya cukup membantu kami.

R : Kalian ada masalah untuk kerja berpasangannya?

SS : Nggak ada...

R : Setelah mengerjakan task ini gimana? Apa yang kalian dapatkan?

SS : Jadi bisa membuat dialog.

R : Terus apa lagi?

SS : Belajar berbicara.

R : Lanjut lagi ke Task 11. Gimana kalau yang ini instruksinya?

SS : Ya disuruh buat dialog berdasarkan gambar.

R : Gambarnya jelas nggak?

SS : Jelas kok...

R : Semua bisa dipahami?

SS : Iya bisa..



- R : Ada kesulitan nggak dalam membuat dialog?  
 SS : Nggak mbak.  
 R : Beneran nggak ada?  
 SS : Bener mbak.  
 R : Kegiatan di task ini gimana, membosankan nggak?  
 SS : Nggak kok mbak.  
 R : Dalam bekerja berpasangan ada masalah?  
 SS : Nggak ada.  
 R : Ketika maju ke depan gimana takut nggak?  
 SS : Nggak, kan sudah biasa.  
 D : Cuma takut di depan jadi nggak hafal. Hehe  
 R : Sekarang setelah kalian mengerjakan task ini, kalian jadi bisa apa aja?  
 C : Makin terbiasa aja untuk membuat dialog.  
 R : Kalau yang lain gimana?  
 D : Emmm...jadi bisa ngucapin kata-kata dengan benar, soalnya kan kalau salah ntar dibenerin.  
 R : Terus saya perannya gimana?  
 SS : Baik.  
 R : Baik gimana?  
 E : Ya jelas dalam menerangkan, kami sampai benar-benar mengerti.  
 R : OK. Sekarang Task 12. Gimana instruksinya?  
 SS : Ya jelas.  
 R : Gimana situasinya sesuai nggak sama jurusan kalian?  
 SS : Sesuai kok mbak.  
 R : Sulit nggak situasinya dibuat dialog?  
 SS : Nggak kok, kan bisa lihat contohnya di task sebelumnya.  
 R : Terus kegiatannya membosankan nggak?  
 SS : Nggak mbak...  
 R : Ada kesulitan dalam membuat dialog?  
 SS : Nggak ada...  
 R : Terus ada masalah kalian disuruh kerja berpasangan?  
 SS : Nggak ada..  
 C : Malah senang bisa kerja berdua, jadi bisa bagi-bagi tugas.  
 R : Setelah mengerjakan Task 12 gimana, kalian besok kira-kira kalau berada disituasi yang sama seperti yang ada disini, kalian bisa nggak menggunakan Bahas Inggris?  
 SS : Ya Insyaallah mbak...  
 R : Peran gurunya menurut kalian gimana?  
 SS : Ya baik mbak.  
 R : Baiklah sekarang tentang keseluruhan Unit 1 ini gimana?  
 SS : Bagus  
 R : Menurut kalian dialog-dialog yang ada di Unit 1 ini gimana, sesuai nggak

sama jurusan penjualan.

SS : Sesuai...

R : Sesuaianya kenapa?

C : Mempersiapkan kita kalau besok kita mengalami situasi yang sama seperti di task ini.

R : OK. Tentang kegiatan keseluruhannya gimana?

SS : Menyenangkan.

R : Kegiatan yang ada bisa memotivasi untuk belajar berbicara nggak?

SS : Bisa mbak...

R : Peran gurunya gimana?

SS : Ya sangat membantu ketika kami mengerjakan soal.

R : Kalau peran siswanya gimana? Sudah pada aktif berpartisipasi belum?

SS : Sudah mbak...

R : Kalian ada masalah tentang pembagian kelompok?

SS : Nggak mbak.

R : Terus kalau technical terms of Marketingnya gimana?

SS : Setelah dibaca-baca contohnya jadi sedikit lebih mudeng.

R : Jadi nggak perlu diganti pakai Bahasa Indonesia ya?

SS : Ya nggak usah juga nggak apa-apa.

R : OK makasih ya dik ata swaktunya.

SS : Iya mbak...sama-sama.

INTERVIEW GUIDES  
AND  
INTERVIEW TRANSCRIPTS  
  
SECOND DRAFT-UNIT 2

## Interview Guides

### A. Evaluating of the whole Unit

1. The appropriateness of the materials for students of Marketing Program.
2. The goal
3. The input texts
4. The Activity
5. The students' roles
6. The teacher's roles
7. Setting
8. Layout
9. Summary
10. Technical terms of marketing

### B. Evaluating Each Task in the Second Draft of Unit 2

1. Task 1
  - Instruction
  - The goal
  - The input texts
  - The Activity
  - The students' roles
  - The teacher's roles
  - Setting
2. Task 2
  - Instruction
  - The goal
  - The input texts
  - The Activity
  - The students' roles
  - The teacher's roles
  - Setting
3. Task 3
  - Instruction
  - The goal
  - The input texts
  - The Activity
  - The students' roles
  - The teacher's roles
  - Setting

Until Task 12

Interview Transcript  
Unit 2- Second Draft

The interview was conducted on May 21, 2011 at 10.15 in the library. The interviewees were the students of XPJ1. They were Anis, Indah, and Dian.

- R : Met pagi dik...
- SS : Pagi mbak...
- R : Mau tanya-tanya bentar ya dik, tentang materi yang kemarin.
- SS : Iya...
- R : Menurut kalian matreinya yang kemarin gimana, udah sesuai belum untuk jurusan Penjualan?
- SS : Udah mbak...
- R : Kenapa menurut kalian ini sudah sesuai?
- I : Ya soalnya dimaterinya itu berhubungan sama penjualan.
- R : Emmm... sekarang yang Task 1, instruksinya bisa dipahami nggak?
- SS : Bisa..
- R : Kalian bisa jawab semua pertanyaannya?
- SS : Bisa...
- R : Gambarnya jelas nggak dik?
- SS : Jelas...
- R : Setelah mempelajari task ini, kalian bisa menebak apa yang akan dipelajari di unit ini nggak?
- SS : Bisa...
- R : Jadi kalian sudah punya bayangan tentang materi yang akan kita pelajari di unit ini?
- SS : Sudah...
- R : Menurut kalian peran gurunya gimana?
- SS : Sudah membantu kami dalam mengerjakan Task 1.
- R : Kegiatannya di Task 1 gimana? Membosankan tidak?
- SS : Tidak...cukup menyenangkan.
- R : Terus disini kan kalian tidak dibagi dalam kelompok, ada kesulitan nggak?
- SS : Nggak kok...
- R : Lanjut Task 2 sekarang, instruksinya gimana, bisa dipahami nggak?
- SS : Bisa..
- R : Kalian ada masalah nggak waktu mengerjakan Task 2?
- SS : Nggak ada...
- R : Terus dialognya gimana, mudah dipahami nggak?
- SS : Ya lumayanlah...
- R : Untuk gambarnya gimana, jelas nggak?
- SS : Jelas...
- R : Membantu kalian nggak?

SS : Iya jadi tahu bendanya...

R : Kegiatannya gimana, membosankan nggak?

SS : Nggak kok...

R : Kalau tentang peranan guru gimana?

SS : Ya lumayan membantu...

R : Emmm...saya sudah jelas belum memberi penjelasan dan pengarahannya?

SS : sudah...

R : Kalian ada kesulitan nggak waktu bekerja berpasangan?

SS : Nggak...

R : Setelah mengerjakan Task 2 ini apa yang kalian dapatkan?

SS : Jadi ini... mengenal ekspresi untuk Tanya-tanya informasi.

R : OK...Yang Task 3 sekarang, instruksinya gimana?

SS : Mudah dipahami.

R : Gambarnya gimana, jelas nggak?

SS : Jelas...

R : Dialognya susah nggak?

SS : Nggak kok...

R : Bisa ngerjain nggak?

SS : Bisa

R : Ada kesulitan nggak?

SS : Nggak ada.

R : Kalian suka nggak kerja berpasangan dalam mengerjakan task ini?

SS : Suka mbak... jadi bisa kerja sama.

R : Kegiatan di Task 3 ini gimana?

SS : Ya menarik

R : Setelah mempelajari task ini apa yang kalian dapatkan?

SS : Jadi tahu sedikit-sedikit tentang ekspresi yang digunakan untuk menanyakan informasi.

R : Peran gurunya disini gimana, sudah mengarahkan dengan baik belum?

SS : Sudah..

R : Task 4 sekarang, gimana instruksinya?

SS : Bisa dipahami

R : Ada kesulitan nggak?

SS : Nggak ada...

R : Setelah mempelajari Task 4 apa yang kalian dapatkan?

SS : Jadi tahu ekspresi untuk menanyakan sesuatu.

R : Ada yang lain?

D : Jadi tahu cara mengucapkan dengan benar.

R : Yang lain lagi coba, apa cuma itu?

A : Emm... jadi tahu penggunaan cardinal and ordinal numbers.

R : Ada yang kalian nggak tahu artinya?

SS : Tahu semua kok.

R : Ada kesulitan nggak dalam belajar mengucapkan?  
 SS : Nggak ada.  
 R : Saya sudah jelas belum dalam menjelaskan?  
 SS : Sudah...  
 R : Kalian ada kesulitan dalam kerja secara whole class?  
 SS : Nggak kok.  
 R : Sekarang yang Task 5, gimana instruksinya?  
 SS : Jelas.  
 R : Kalian tahu maksudnya?  
 SS : Iya tahu.  
 A : Disuruh melengkapi dialog.  
 R : Gambarnya jelas nggak dik?  
 SS : Jelas.  
 R : Menurut kalian gambarnya bermanfaat nggak?  
 SS : Iya.  
 D : Memberikan gambaran jadi lebih gampang memahami.  
 R : Terus dialognya susah nggak?  
 SS : Nggak.  
 R : Ada kesulitan nggak?  
 SS : Tidak ada.  
 R : Ada masalah dalam mengerjakan berkelompok?  
 SS : Tidak ada.  
 R : Kalian bisa melengkapi dialognya?  
 SS : Bisa.  
 R : Kalian merasa bosan dengan kegiatannya nggak?  
 SS : Nggak biasa aja mbak.  
 R : OK... kalau peran saya sebagai guru gimana menurut kalian?  
 A : Ya cukup membantu kami mbak...  
 SS : Iya membantu..membantu...  
 R : Sekarang Task 6, instruksinya gimana? Jelas nggak?  
 SS : Jelas.  
 R : Kalian bisa nggak waktu ngerjain task ini?  
 SS : Bisa...  
 R : Menurut kalian kata-katanya susah-susah nggak?  
 SS : Nggak kok mbak... Semua ada di kamus.  
 R : OK... Kalian merasa ada kesulitan nggak waktu nyari artinya sendiri?  
 SS : Nggak mbak...  
 R : Kalian jadi banyak mendapat kosa kata baru nggak?  
 SS : Iya...  
 R : Kegiatannya disini gimana menurut kalian? Membosankan atau gimana gitu?  
 SS : Biasa aja...  
 D : Nggak bosan kok mbak aku....hehehehe

- R : Terus... kalau peran gurunya menurut kalian gimana?
- SS : Ya membantu... kan ngajari kami cara bacanya gimana.
- R : OK... Task 7 sekarang. Gimana instruksinya, bisa dipahami?
- SS : Bisa...
- R : Kalian udah bisa belum menggunakan Wh-questions?
- SS : Insyaallah mbak...
- R : Terus bisa nggak waktu ngerjain latihannya?
- SS : Bisa...
- I : Kan bisa lihat contoh-contoh sebelumnya.
- R : OK...Jadi nggak ada kesulitan dalam ngerjain latihannya?
- SS : Nggak ada...
- R : Kalau misalnya besok di tempat kerja atau PI bisa nggak menggunakan Wh-questions ini?
- SS : Insyaallah mbak...
- R : Kalian udh bisa memahami rumusnya belum?
- SS : Udah mbak...
- R : Kegiatan yang kalian lakuka di task ini gimana? Bisa membantu kalian untuk menggunakan Wh-questions nggak?
- SS : Iya mbak...
- R : Nah... peran gurunya gimana?
- SS : Ya membantu kami... sehingga kami bisa paham tentang wh-questions.
- R : Kalian ngerjain sendiri ada masalah nggak?
- SS : Nggak kok mbak...
- R : Siipp... sekarang yang Task 8. Gimana instruksinya?
- SS : Jelas.
- R : Setelah ngerjain task ini apa yang kalian dapatkan?
- A : Jadi semakin tahu dan paham gimana caranya menanyakan sesuatu dan menggunakan wh-questions.
- R : Kalau yang lain?
- SS : Sama mbak...hehehe
- R : Menurut kalian dialognya gimana, susah dipahami nggak?
- SS : Nggak...
- R : Gambarnya gimana? Jelas nggak?
- SS : Jelas...
- A : Kita jadi lebih tahu gambaran situasinya gimana.
- R : OK...kalian ada kesulitan nggak dalam melengkapi dialognya?
- SS : Nggak kok...
- R : Waktu maju gimana?
- I : Agak deg-degan sih...takut salah.
- R : Kalau yang lain gimana?
- SS : Sama mbak kami juga sedikit nervous.
- R : Emang kenapa nervous emang saya tampak menyeramkan ya?



SS : Nggak sih..tapi ya cuma malu aja mbak.  
R : Oh... menurut kalian peran saya gimana?  
SS : Mbaknya itu baik bisa ditanya-tanya. Hehehe  
R : Kalian ada masalah nggak untuk kerja berpasangan?  
SS : Nggak ada.  
R : Next... Task 9. Gimana instruksinya?  
SS : Disuruh main game.  
R : Menurut kalian game nya menyenangkan nggak?  
SS : Iya mbak...  
R : Kalian seneng ngak main game?  
SS : Senang sekali.  
R : Bisa menghilangkan stress nggak?  
SS : Bisa mbak...seneng pokoknya.  
R : Kalian ada kesulitan dengan permainnanya?  
SS : Nggak...  
R : Peran gurunya gimana?  
SS : Mbaknya udah menjelaskan dengan baik.  
R : Ada kesulitan waktu main di dalam group?  
SS : Nggak mba...kita jadi bisa berdiskusi mau Tanya apa aja...  
R : OK... sekarang yang Task 10. Gimana instruksinya ini?  
SS : Iya mbak jelas.  
R : Kalian mudeng nggak situasinya?  
SS : Mudeng.  
R : Terus kemarin bisa nggak membuat dialognya?  
SS : Bisa...  
R : Ada kesulitan nggak dalam membuat dialognya?  
SS : Dikit mbak...  
R : Sulitnya kenapa?  
SS : Bingung nyari kata dalam Bahasa Inggrisnya.  
R : Oh... terus gimana kemarin kalian?  
SS : Ya... buka kamus.  
R : Berarti sudah nggak ada masalh to? Hehehehe  
SS : Iya mbak...hehehehe  
R : Setelah mengerjakan task ini gimana? Emm...maksudnya apa yang kalian dapatkan?  
SS : Ya kita jadi semakin terbiasa aja mbak menggunakan expresi ini.  
R : Terus nih... menurut kalian kegiatan di task ini membosankan nggak?  
SS : Nggak mbak...  
R : OK...Peran gurunya gimana dik?  
SS : Ya baik... ngasih penjelasannya jelas terus bisa memebantu kita juga.  
R : OK... untuk kerja berpasangan ada masalah nggak?  
SS : Nggak ada mbak...

R : Sekarang Task 11. Gimana instruksinya?  
 SS : Jelas...kita disuruh membuat dialog lagi.  
 R : Iya... datanya gimana, membingungkan nggak?  
 SS : Nggak...  
 R : Jadi kalian bisa bikin dialognya?  
 SS : Iya mbak...  
 R : Ada kesulitan nggak?  
 SS : Nggak sih...  
 R : Terus setelah membuat dialog di task ini kalian jadi lebih paham nggak untuk menanyakan informasi dan membuat wh-questions?  
 SS : Iya mbak jadi lebi paham dan lebih terbiasa sekarang.  
 R : Ada kesulitan nggak dalam kerja berpasangan di task ini?  
 SS : Nggak ada kok mbak.  
 R : Peran gurunya gimana dik?  
 SS : Mbaknya mendampingi kami terus selama kami mengerjakan.  
 D : Sering ngasih komentar juga waktu kami maju...jadi kan tahu salahnya dimana.  
 R : Siip kalau gitu. Sekarang yang Task 12, gimana instruksinya?  
 SS : Jelas mbak...  
 R : Gimana gambarnya jelas nggak?  
 SS : Jelas mbak...  
 R : Kalian bisa membuat dialognya nggak?  
 SS : Bisa mbak.  
 R : Apa yang kalian dapat dari task ini?  
 SS : melatih kami untuk menanyakan informasi.  
 R : Ada masalah nggak dalam ngerjain task ini?  
 SS : Nggak ada.  
 R : Peran gurunya gimana? Udah memberi petunjuk yang jelas belum?  
 SS : Iya mbak... mabkny mengarahkan dengan baik.  
 R : Kalau dalam kerja berpasangan gimana ada masalah nggak?  
 SS : Nggak ada mbak.

APPENDIX G

VALIDITY

AND

COMPUTATION

# VALIDITY

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**RELIABILITY**  
**Scale: ALL VARIABLES**  
**(The Third Questionnaire)**

**Case Processing Summary**

		N	%
Cases	Valid	31	100.0
	Excluded <sup>a</sup>	0	.0
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.924	25

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
butir1	86.68	107.626	.673	.920
butir2	86.68	110.026	.422	.923
butir3	86.77	108.581	.637	.921
butir4	86.87	106.516	.673	.920
butir5	87.19	108.761	.390	.925
butir6	86.97	105.032	.610	.921
butir7	87.32	109.426	.357	.925
butir8	87.23	104.181	.718	.919
butir9	87.13	107.183	.519	.922
butir10	87.10	103.690	.673	.919
butir11	87.00	107.133	.578	.921
butir12	87.00	107.600	.475	.923
butir13	86.84	110.006	.464	.923
butir14	87.00	105.200	.594	.921
butir15	87.26	108.931	.360	.925
butir16	87.29	106.413	.617	.920
butir17	87.45	107.656	.463	.923
butir18	87.65	106.903	.639	.920
butir19	86.87	103.583	.732	.918
butir20	87.29	107.280	.601	.921
butir21	86.87	108.383	.746	.920
butir22	86.81	104.628	.692	.919
butir23	86.94	109.596	.418	.924
butir24	87.35	109.037	.482	.923
butir25	86.71	108.280	.493	.922

**DATA UJI VALIDITAS  
(THE FOURTH QUESTIONNAIRE)**

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78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102
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103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
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3	4	3	4	5	3	3	4	4	3	4	4	4	4	4	3	4	4
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3	3	4	3	4	2	3	3	3	3	4	4	4	3	3	4	3	4
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4	4	3	3	3	3	4	3	3	4	4	4	3	4	4	3	4	3
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3	4	3	4	3	1	4	4	3	5	3	4	3	4	3	4	4	3
3	3	3	5	4	3	3	5	3	3	4	4	4	3	4	3	3	5
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3	4	4	4	3	4	4	4	4	4	4	4	3	3	4	3	3	3
3	4	4	5	4	4	5	5	4	4	3	4	4	5	4	4	4	3
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3	4	4	3	4	3	4	3	4	3	3	3	3	4	4	3	4	4

The fourth questionnaire

Scale: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	32	100.0
	Excluded <sup>a</sup>	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.975	120

# THE FIRST DRAFT

# DATA UNIT 1-FIRST DRAFT

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
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2	5	4	5	5	4	5	5	4	5	4	5	5	5	4	4	4	4	4	5	4	4	5	5	4	5
3	5	4	5	5	5	5	4	4	4	5	5	5	4	5	4	5	5	4	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	3	3
5	5	4	4	4	3	5	4	4	3	4	4	4	4	4	3	3	3	3	4	4	4	4	4	2	4
6	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	3	3	4	4	4	4	4	4	4
7	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	5
8	5	4	5	4	4	5	3	4	4	4	4	4	4	4	4	4	4	4	5	5	5	4	4	4	4
9	5	4	4	4	3	5	4	4	3	4	4	4	4	4	3	3	3	3	4	4	4	4	4	3	4
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11	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	3
12	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	4	3	3	4	3	3	4	3	3	3
13	4	2	4	2	2	3	5	5	5	5	2	2	3	5	1	3	4	3	5	1	5	5	5	3	2
14	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	3
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17	4	5	5	4	4	5	5	5	5	5	4	5	5	4	5	5	3	3	4	4	4	4	4	5	5
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21	4	4	4	3	4	3	3	3	3	4	3	4	4	3	3	3	4	3	4	4	3	4	3	3	3
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23	4	4	4	4	3	4	4	4	4	4	4	4	4	3	3	4	4	3	4	3	4	4	3	4	4
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26	4	5	4	4	4	4	3	3	3	4	4	3	4	4	3	4	3	4	4	4	4	4	3	3	3
27	4	5	4	4	4	4	3	3	3	4	4	3	4	4	3	4	3	4	4	4	4	4	3	3	3
28	4	4	4	4	4	4	3	3	3	4	4	3	4	4	3	4	3	4	4	4	4	4	3	3	3

### Descriptive Statistics FIRST DRAFT-UNIT 1

	N	Std. Deviation	Mean	Info
butir1	28	.499	4.21	Agree
butir2	28	.629	4.11	Agree
butir3	28	.416	4.11	Agree
butir4	28	.612	3.82	Agree
butir5	28	.630	3.79	Agree
butir6	28	.651	4.14	Agree
butir7	28	.713	3.71	Agree
butir8	28	.591	3.86	Agree
butir9	28	.670	3.82	Agree
butir10	28	.416	4.11	Agree
butir11	28	.670	3.82	Agree
butir12	28	.723	3.82	Agree
butir13	28	.548	3.82	Agree
butir14	28	.567	3.89	Agree
butir15	28	.881	3.54	Neutral
butir16	28	.497	3.89	Agree
butir17	28	.573	3.43	Neutral
butir18	28	.504	3.57	Neutral
butir19	28	.448	4.14	Agree
butir20	28	.738	3.79	Agree
butir21	28	.525	4.14	Agree
butir22	28	.460	4.29	Agree
butir23	28	.670	3.82	Agree
butir24	28	.745	3.50	Neutral
butir25	28	.772	3.68	Agree
Valid N (listwise)	28			



# DATA UNIT 2- FIRST DRAFT

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
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2	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	4	3	3	4
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5	4	4	4	3	4	4	3	4	4	4	4	4	3	4	3	4	3	4	4	4	4	4	4	4	4
6	5	5	4	3	4	5	3	4	5	3	3	3	3	4	4	4	3	4	4	4	5	4	3	3	4
7	4	4	4	4	4	3	5	5	5	5	5	5	5	4	4	5	3	3	4	4	4	4	4	4	5
8	4	4	4	4	4	4	4	4	3	4	4	4	4	4	3	4	3	4	4	4	4	4	3	3	3
9	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	3	5	5	5	4	4	3	4
10	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	3
11	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
12	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	5	5	4	4	4
13	5	4	4	4	4	4	4	4	5	5	4	5	5	5	4	4	4	4	5	4	5	5	5	4	4
14	5	5	5	4	5	5	5	4	5	5	4	5	5	5	4	4	4	4	5	5	5	4	5	4	5
15	4	4	4	3	4	4	4	4	3	4	3	4	4	4	3	3	3	4	4	4	3	3	4	3	4
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17	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	4	4
18	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	3	4	4	4	3	4
19	3	4	4	4	4	4	4	3	3	4	3	5	5	4	4	4	3	5	5	5	5	4	4	3	5
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21	3	4	5	4	4	5	4	5	4	4	4	4	4	4	4	4	5	5	5	5	5	4	3	5	5
22	4	4	4	4	5	4	4	4	3	4	5	4	4	4	4	3	4	4	5	4	4	4	4	4	4
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25	4	4	4	4	3	3	3	4	4	3	4	4	3	4	3	4	4	3	3	4	4	4	3	3	3
26	4	4	4	4	4	4	4	4	4	4	3	3	3	4	3	4	3	4	4	4	4	4	4	4	4
27	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	2	4	5	2	5	5	5	5	2
28	4	4	4	3	3	4	4	4	4	4	4	4	3	3	4	4	3	3	4	3	3	4	4	4	4

**Descriptive Statistics  
FIRST DRAFT-UNIT 2**

	N	Std. Deviation	Mean	Info
butir1	28	.548	4.18	Agree
butir2	28	.356	4.14	Agree
butir3	28	.416	4.11	Agree
butir4	28	.441	3.75	Agree
butir5	28	.466	3.93	Agree
butir6	28	.471	4.00	Agree
butir7	28	.497	3.89	Agree
butir8	28	.429	3.96	Agree
butir9	28	.637	3.96	Agree
butir10	28	.497	4.11	Agree
butir11	28	.567	3.89	Agree
butir12	28	.497	4.11	Agree
butir13	28	.667	4.00	Agree
butir14	28	.429	4.04	Agree
butir15	28	.535	3.71	Agree
butir16	28	.525	3.86	Agree
butir17	28	.629	3.39	Neutral
butir18	28	.630	3.79	Agree
butir19	28	.518	4.25	Agree
butir20	28	.667	4.00	Agree
butir21	28	.645	4.25	Agree
butir22	28	.544	4.00	Agree
butir23	28	.591	3.86	Agree
butir24	28	.685	3.61	Neutral
butir25	28	.663	3.93	Agree
Valid N (listwise)	28			

### DATA UNIT 3-FIRST DRAFT

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	4	4	4	3	4	4	4	3	3	4	3	4	4	4	4	4	4	5	4	4	4	4	3	3	4
2	4	4	4	4	4	4	3	4	4	4	3	4	4	4	4	4	3	4	4	5	5	5	5	3	4
3	4	4	4	3	4	5	4	4	4	4	5	5	5	5	5	5	4	5	3	5	5	4	4	4	5
4	4	3	3	3	3	4	3	2	2	3	3	3	3	3	4	2	3	3	3	2	1	2	3	5	4
5	5	4	5	5	5	5	5	4	4	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5
6	5	5	5	5	5	5	3	4	4	4	3	4	4	4	4	4	3	4	4	5	5	5	5	3	4
7	4	4	4	4	3	4	3	4	3	4	3	4	4	3	3	4	4	4	4	4	4	4	3	3	4
8	5	5	5	5	5	5	3	4	4	4	3	4	4	4	4	4	3	4	4	4	4	4	4	3	4
9	4	4	4	4	4	4	3	3	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	4	3
10	4	4	4	4	4	4	3	3	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	4	3
11	5	5	5	5	5	5	3	4	4	4	3	4	4	4	4	3	4	4	4	5	5	5	5	3	4
12	4	4	5	5	5	4	4	4	3	4	3	4	4	3	5	4	3	3	4	4	4	5	5	3	4
13	4	4	5	4	5	4	4	3	3	3	4	5	5	4	5	3	5	4	3	4	3	4	4	4	5
14	5	5	5	5	5	4	5	4	4	3	5	4	4	5	5	4	5	5	5	5	5	4	4	3	3
15	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	4	3
16	4	4	3	4	4	5	5	4	4	4	5	5	5	5	4	4	3	4	4	3	4	4	3	4	3
17	5	4	4	5	3	4	4	4	4	5	5	5	5	4	3	5	4	3	5	4	5	5	4	4	4
18	5	5	5	5	5	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	4	4	4	4	5
19	3	3	4	3	4	4	4	4	3	4	3	3	4	4	3	3	4	3	4	4	4	4	3	4	3
20	4	4	4	3	3	4	3	4	4	4	4	4	4	4	3	4	3	4	4	4	4	4	4	3	4
21	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	3	3
22	4	4	5	4	5	5	4	4	4	4	4	3	4	5	5	5	4	4	5	5	5	5	5	3	4
23	5	5	5	4	4	4	4	4	4	4	5	4	4	4	3	3	3	3	4	4	4	4	4	4	4
24	4	4	4	4	4	4	3	3	4	4	4	4	4	4	4	3	3	3	4	4	4	4	3	3	3
25	4	4	4	4	4	5	4	4	5	4	4	4	4	4	4	4	5	4	4	4	4	5	4	4	4
26	5	5	4	4	4	4	4	4	4	4	4	4	5	4	5	5	5	4	4	4	4	4	5	4	4
27	4	4	4	4	3	4	3	3	3	3	4	4	4	4	4	4	3	3	4	3	4	4	4	3	3
28	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
29	4	2	2	2	2	2	4	2	2	2	5	5	3	3	4	1	2	2	5	2	5	5	1	2	5
30	5	5	5	5	5	5	4	5	5	4	5	5	4	4	5	4	5	5	4	5	5	5	5	5	4

**Descriptive Statistics  
FIRST DRAFT-UNIT 3**

	N	Std. Deviation	Mean	Info
butir1	30	.535	4.30	Agree
butir2	30	.681	4.13	Agree
butir3	30	.761	4.20	Agree
butir4	30	.809	4.03	Agree
butir5	30	.803	4.10	Agree
butir6	30	.626	4.23	Agree
butir7	30	.640	3.73	Agree
butir8	30	.651	3.70	Agree
butir9	30	.691	3.73	Agree
butir10	30	.592	3.83	Agree
butir11	30	.765	3.97	Agree
butir12	30	.571	4.13	Agree
butir13	30	.507	4.13	Agree
butir14	30	.556	4.03	Agree
butir15	30	.640	4.07	Agree
butir16	30	.847	3.80	Agree
butir17	30	.850	3.63	Neutral
butir18	30	.794	3.70	Agree
butir19	30	.556	4.03	Agree
butir20	30	.809	4.03	Agree
butir21	30	.805	4.20	Agree
butir22	30	.640	4.27	Agree
butir23	30	.890	3.97	Agree
butir24	30	.724	3.60	Neutral
butir25	30	.681	3.87	Agree
Valid N (listwise)	30			

THE SECOND  
DRAFT

**DATA UNIT 1-SECOND DRAFT**

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	4	4	4	4	4	4	4	4	4	4	3	5	4	4	4	4	3	3	5	5	3	5	4	4	5
2	4	4	4	4	4	4	3	3	4	4	4	4	4	4	4	3	3	3	4	3	4	4	3	3	4
3	4	4	4	4	4	4	4	4	4	4	3	5	3	3	3	3	3	3	4	4	3	5	4	4	5
4	4	4	4	4	4	4	4	4	4	4	3	5	4	4	4	4	4	4	5	5	3	5	4	4	5
5	4	4	4	3	4	4	4	3	4	4	4	4	4	4	3	3	3	4	4	4	4	4	3	3	3
6	4	5	5	5	5	5	5	5	5	5	4	5	5	4	4	5	5	5	5	5	5	5	4	5	5
7	4	5	5	5	5	5	5	5	5	5	4	5	5	4	4	5	5	5	5	5	5	5	5	5	5
8	5	5	4	4	4	4	4	5	5	5	5	5	4	3	3	4	4	4	4	3	5	4	4	4	4
9	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	5
10	5	5	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	5	4	4	4	4	4	5
11	4	4	4	4	3	4	3	4	3	3	4	4	4	4	3	4	4	5	4	2	4	4	4	3	4
12	3	3	3	3	3	3	5	4	4	4	5	5	4	5	5	4	4	4	5	3	2	5	5	3	5
13	4	4	4	4	4	4	4	4	3	3	3	5	5	4	5	3	5	4	4	4	5	4	5	5	5
14	4	4	4	3	3	4	5	3	3	4	4	3	3	4	3	4	4	4	4	3	4	3	3	4	4
15	4	4	4	4	3	5	5	3	3	5	4	5	4	3	5	3	4	4	4	4	4	4	4	3	5
16	5	4	5	5	4	5	4	5	4	3	5	5	5	5	3	4	5	4	5	5	5	4	3	4	5
17	5	4	5	5	5	5	4	4	5	4	4	4	4	5	4	4	4	4	4	5	5	5	3	4	4
18	4	3	3	4	4	4	3	4	3	4	4	4	3	4	3	3	4	3	4	4	4	4	3	4	4
19	4	4	4	4	3	4	3	3	4	3	4	4	4	3	4	3	5	3	4	4	4	4	4	3	4
20	4	4	4	4	3	4	3	4	4	4	4	4	4	4	3	4	3	4	4	3	4	4	4	3	4
21	4	4	4	4	4	4	3	3	3	3	4	3	4	5	5	3	4	3	3	3	3	3	4	4	4
22	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
23	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
24	4	4	4	4	5	4	3	3	4	4	4	4	4	5	4	3	3	3	5	4	4	4	4	3	2
25	4	5	4	4	4	4	4	5	3	4	3	3	4	4	4	3	5	5	5	3	4	4	5	3	5
26	4	5	4	4	5	4	3	3	4	3	4	4	3	3	4	4	4	3	5	4	4	4	4	4	4
27	5	4	5	5	5	4	3	4	3	5	5	5	4	4	3	5	3	4	5	5	5	5	5	3	5
28	4	4	4	4	3	4	3	3	4	4	4	4	4	4	3	4	3	4	4	3	4	4	3	3	4
29	5	4	4	4	3	5	4	4	5	5	4	5	4	5	3	4	4	3	5	4	4	5	4	4	5
30	4	4	4	4	4	3	3	4	4	4	4	4	4	3	4	4	3	3	4	3	3	3	4	4	4

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# UNIT 1 AS A WHOLE

## SECOND DRAFT

### Descriptive Statistics

	N	Mean	Std. Deviation
butir1	30	4.17	.461
butir2	30	4.13	.507
butir3	30	4.13	.507
butir4	30	4.07	.521
butir5	30	3.93	.691
butir6	30	4.13	.507
butir7	30	3.80	.714
butir8	30	3.87	.681
butir9	30	3.90	.662
butir10	30	4.00	.643
butir11	30	3.97	.556
butir12	30	4.30	.651
butir13	30	4.00	.525
butir14	30	4.00	.643
butir15	30	3.77	.728
butir16	30	3.77	.626
butir17	30	3.90	.712
butir18	30	3.80	.664
butir19	30	4.37	.556
butir20	30	3.87	.819
butir21	30	4.00	.743
butir22	30	4.20	.610
butir23	30	3.93	.640
butir24	30	3.73	.640
butir25	30	4.37	.718
Valid N (listwise)	30		





**DATA SECOND DRAFT-UNIT 1**  
**TASK 3**

NO	1	2	3	4	5	6	7	8	9	10
1	4	4	3	4	4	4	3	4	4	5
2	5	4	3	3	4	4	4	5	4	4
3	4	4	4	4	4	3	4	3	4	5
4	4	3	4	2	4	3	4	3	4	5
5	3	4	3	4	3	3	5	4	4	4
6	5	4	4	2	4	3	4	4	4	4
7	3	4	2	4	4	3	2	4	3	4
8	4	3	4	3	4	4	4	4	3	4
9	4	4	4	4	4	4	3	4	4	4
10	4	4	4	5	5	3	5	5	4	4
11	4	4	5	4	3	4	3	3	4	4
12	4	4	3	4	4	3	3	4	3	4
13	5	4	4	4	3	3	3	4	4	5
14	4	4	3	5	4	4	4	3	4	4
15	5	4	3	4	3	4	4	4	4	4
16	4	5	4	4	4	4	4	4	5	4
17	5	4	4	3	5	3	4	3	5	4
18	5	4	4	4	4	3	3	4	4	4
19	5	4	3	4	4	3	4	3	4	4
20	4	4	5	4	4	4	3	3	4	4
21	4	4	5	5	3	4	4	5	4	4
22	4	4	4	3	4	4	3	3	3	4
23	5	4	3	5	3	3	5	4	5	5
24	5	5	3	2	3	3	3	3	3	4
25	4	4	4	4	2	3	4	4	5	4
26	5	4	5	4	3	4	3	3	4	4
27	4	4	4	4	4	4	4	5	4	4
28	4	4	4	4	4	4	4	3	5	3
29	4	4	5	5	3	4	4	5	4	3
30	5	3	4	4	4	4	4	4	4	4

**DATA SECOND DRAFT-UNIT 1**  
**TASK 4**

NO	1	2	3	4	5	6	7	8	9	10
1	5	4	4	4	3	4	5	4	4	4
2	4	4	4	4	4	4	4	5	4	4
3	4	4	4	4	4	5	3	4	4	4
4	3	5	4	4	3	5	3	3	4	4
5	4	5	4	3	4	5	4	4	3	4
6	5	4	4	3	4	3	4	4	4	4
7	5	4	3	4	3	5	4	3	4	5
8	4	3	4	4	4	5	4	4	3	4
9	4	3	4	3	4	3	3	4	3	4
10	4	4	4	4	4	4	4	5	4	4
11	4	5	5	4	4	4	3	3	4	4
12	4	4	3	4	4	3	4	3	3	4
13	4	4	4	5	5	4	5	5	3	5
14	3	4	4	4	4	4	5	4	4	5
15	4	4	4	4	4	4	5	4	4	4
16	4	4	4	4	4	4	4	4	3	4
17	3	4	4	4	3	4	4	3	4	4
18	5	4	4	4	4	3	4	5	4	3
19	4	4	4	3	3	3	4	3	3	3
20	4	3	4	3	3	4	3	4	4	3
21	4	4	4	4	4	4	2	4	4	4
22	4	4	3	3	4	3	4	4	4	4
23	4	3	5	4	3	4	3	3	4	4
24	4	4	3	3	2	3	2	3	4	3
25	3	3	4	4	4	3	4	3	3	4
26	5	4	3	4	5	3	4	5	3	3
27	5	3	4	4	3	3	4	3	4	4
28	4	4	4	4	3	4	3	4	4	4
29	4	4	4	4	4	4	3	3	4	4
30	3	4	4	4	4	3	4	4	3	4

## TASK 5

NO	1	2	3	4	5	6	7	8	9	10
1	5	4	3	4	4	4	4	3	4	4
2	4	4	3	4	3	4	5	4	4	4
3	3	5	4	4	4	3	3	5	4	4
4	4	5	4	3	4	4	3	5	4	3
5	4	3	3	5	4	4	4	3	4	4
6	4	5	4	4	3	4	3	4	5	4
7	4	3	4	3	3	4	4	4	3	4
8	4	3	4	3	4	4	3	4	4	4
9	3	3	3	4	3	3	4	4	3	4
10	4	5	4	5	4	4	4	4	5	4
11	4	3	4	5	4	3	3	4	3	4
12	4	4	3	4	3	4	3	3	4	4
13	5	3	3	4	5	3	3	4	5	5
14	4	4	3	5	5	3	4	3	4	5
15	4	4	4	4	4	4	4	4	5	4
16	4	3	4	4	3	5	4	4	4	4
17	4	3	4	4	4	4	4	3	4	4
18	5	4	3	3	4	4	3	4	4	4
19	4	4	3	4	4	3	3	4	3	4
20	4	3	4	4	3	4	3	4	4	4
21	4	2	4	4	4	4	4	4	4	4
22	4	3	3	4	4	4	3	4	4	4
23	4	4	4	4	3	3	3	4	4	4
24	4	3	3	4	4	4	3	4	3	4
25	3	4	4	3	3	4	3	4	3	3
26	5	4	4	3	5	4	4	4	4	5
27	3	3	4	4	4	3	3	3	4	4
28	4	3	4	4	3	4	3	4	4	3
29	4	4	4	4	4	4	4	4	3	4
30	4	4	4	3	4	4	3	4	3	4

## TASK 6

[illegible]

**DATA SECOND DRAFT-UNIT 1**  
**TASK 7**

NO	1	2	3	4	5	6	7	8	9	10
1	4	4	4	4	4	4	4	4	4	4
2	4	4	4	4	4	3	3	4	3	4
3	4	4	4	4	4	3	4	4	3	4
4	3	4	4	4	4	4	3	3	5	4
5	4	4	4	5	3	4	3	3	3	4
6	4	4	4	3	4	3	4	4	4	4
7	4	4	4	3	4	4	4	4	3	4
8	4	4	4	4	4	4	4	3	4	4
9	4	3	4	3	4	4	3	4	3	3
10	4	4	3	4	4	4	3	3	4	4
11	3	3	3	4	4	3	4	3	4	4
12	4	3	4	4	3	4	3	3	4	3
13	4	4	4	4	4	4	4	5	4	5
14	4	4	3	3	3	4	4	5	3	3
15	3	3	3	4	4	4	4	3	4	3
16	4	4	4	4	4	5	4	4	4	4
17	3	3	3	4	4	4	4	3	3	3
18	4	3	4	4	5	4	5	3	4	3
19	3	5	4	4	3	4	4	5	4	4
20	4	5	4	4	4	3	3	4	4	4
21	4	4	3	5	4	5	5	5	4	4
22	3	3	3	4	3	4	4	3	3	4
23	4	4	4	4	3	4	4	5	4	4
24	4	4	3	4	3	4	4	4	4	5
25	4	3	4	3	4	4	4	4	3	4
26	4	4	4	4	5	3	4	4	3	4
27	5	3	3	4	4	4	3	4	3	4
28	5	5	4	4	3	4	4	3	4	4
29	4	4	3	4	4	3	3	5	5	4
30	4	4	4	4	4	4	4	4	3	4

**DATA SECOND DRAFT-UNIT 1**  
**TASK 8**

NO	1	2	3	4	5	6	7	8	9	10
1	4	5	4	5	4	4	3	4	4	4
2	4	4	4	4	3	3	4	4	4	4
3	4	4	3	4	4	4	4	3	5	4
4	3	4	3	4	4	4	4	4	4	4
5	4	3	3	3	5	5	5	5	3	5
6	5	3	3	4	4	3	4	4	4	4
7	3	4	4	3	3	3	3	4	3	2
8	4	4	4	4	4	3	4	4	4	4
9	4	3	3	4	4	4	3	3	4	4
10	4	4	4	3	4	4	4	3	4	4
11	4	3	4	3	3	3	4	4	5	3
12	4	4	4	4	5	4	4	3	4	4
13	4	4	3	4	5	4	4	4	3	4
14	4	3	4	4	3	4	3	4	4	4
15	5	4	5	4	4	3	4	5	3	4
16	4	4	4	4	4	4	4	4	4	4
17	4	3	4	4	3	3	3	3	4	4
18	4	4	3	5	4	4	4	5	4	5
19	4	4	3	4	4	4	4	3	4	4
20	4	3	4	3	4	3	4	4	4	4
21	4	4	4	5	4	4	4	4	3	5
22	5	5	4	5	5	4	4	4	4	4
23	3	4	4	4	4	3	4	4	4	4
24	4	4	4	3	4	4	4	3	3	4
25	4	4	4	4	4	4	4	4	4	4
26	4	4	4	5	4	4	4	4	4	4
27	3	4	3	4	4	4	3	5	4	4
28	4	4	4	3	3	3	4	4	4	4
29	4	4	3	4	4	3	4	5	4	4
30	4	4	4	4	4	3	3	4	4	4

**DATA SECOND DRAFT-UNIT 1**  
**TASK 9**

NO	1	2	3	4	5	6	7	8	9	10
1	4	4	4	4	3	4	4	4	4	4
2	4	4	4	4	4	4	4	4	3	4
3	3	4	4	4	4	3	4	4	3	4
4	4	4	4	3	3	3	4	4	3	4
5	4	3	4	5	5	5	5	4	5	5
6	4	4	4	3	3	4	3	4	3	3
7	3	4	4	3	3	4	4	3	4	4
8	4	3	3	3	4	4	4	3	4	4
9	3	3	3	4	3	3	4	3	4	4
10	3	3	3	4	3	3	4	3	4	4
11	4	3	4	3	3	3	4	4	4	4
12	4	4	3	4	3	3	4	4	3	3
13	5	5	5	5	5	5	5	5	4	3
14	4	4	4	4	4	3	4	3	3	4
15	3	3	3	4	3	4	4	4	3	5
16	4	4	4	4	4	4	4	4	5	4
17	5	4	4	3	4	4	4	5	5	5
18	5	4	4	3	5	5	5	5	4	5
19	4	4	3	4	3	4	3	3	3	4
20	3	4	3	4	4	4	3	4	4	5
21	3	4	5	5	4	5	5	4	5	5
22	4	4	5	5	3	3	4	4	3	4
23	4	3	4	3	4	4	3	4	4	4
24	3	4	4	5	5	5	3	4	4	4
25	4	3	4	3	4	3	4	3	4	3
26	4	2	3	4	4	4	4	3	3	4
27	4	3	3	4	4	4	4	4	4	4
28	3	3	3	4	5	4	4	4	3	4
29	3	3	2	4	4	4	3	4	4	3
30	4	4	3	5	4	5	4	3	4	5

**DATA SECOND DRAFT-UNIT 1**  
**TASK 10**

NO	1	2	3	4	5	6	7	8	9	10
1	4	4	4	4	4	4	4	3	4	4
2	4	4	4	3	3	4	4	4	3	4
3	4	4	4	3	4	4	4	4	4	4
4	4	3	4	4	4	4	4	3	4	4
5	3	3	4	3	3	5	3	4	4	5
6	3	4	3	4	4	3	4	3	4	4
7	4	4	4	3	4	4	4	3	3	4
8	4	4	4	4	4	4	4	3	4	4
9	4	3	4	4	3	4	3	5	4	4
10	3	4	3	3	3	4	3	3	4	4
11	4	3	4	4	3	3	4	4	4	3
12	4	3	4	4	3	3	4	4	4	4
13	4	4	3	4	5	3	3	4	4	5
14	4	3	4	4	4	4	3	5	4	4
15	4	3	4	3	4	4	4	4	4	4
16	4	4	4	4	4	4	4	4	4	4
17	4	4	5	3	4	4	3	3	4	3
18	4	4	5	4	5	5	4	4	4	5
19	3	4	4	3	4	4	4	3	4	4
20	4	4	3	4	3	4	4	3	3	4
21	4	5	4	3	5	5	3	4	4	5
22	4	4	3	3	4	4	4	4	3	4
23	4	3	3	4	3	4	3	5	3	4
24	3	4	3	3	3	3	4	4	4	4
25	4	4	4	4	4	3	4	3	4	4
26	4	3	4	3	5	4	3	5	5	4
27	4	5	3	4	4	4	5	3	4	4
28	4	3	5	4	3	4	4	4	3	4
29	4	3	4	3	4	4	4	4	3	4
30	3	4	4	5	5	4	4	4	4	4

**DATA SECOND DRAFT-UNIT 1**  
**TASK 11**

NO	1	2	3	4	5	6	7	8	9	10
1	4	4	3	3	3	3	4	4	3	4
2	4	4	4	4	4	4	4	4	3	4
3	4	4	4	4	4	4	4	3	4	4
4	4	4	4	4	3	4	4	4	5	4
5	5	5	4	3	4	5	4	4	5	5
6	4	4	3	4	3	4	4	3	3	4
7	3	4	3	5	4	3	3	3	4	3
8	4	4	4	4	3	3	3	4	4	4
9	5	4	4	4	4	3	3	4	4	4
10	4	4	4	4	4	4	4	4	4	4
11	4	5	3	4	5	4	3	3	4	4
12	4	4	4	4	4	4	4	4	4	4
13	4	4	4	4	4	4	3	4	4	4
14	4	4	3	4	4	4	5	3	4	4
15	5	4	4	4	4	4	4	4	4	4
16	5	4	4	4	4	4	4	3	1	4
17	4	4	4	4	4	3	3	4	4	4
18	4	5	4	5	5	5	3	4	4	5
19	4	3	4	3	3	4	4	4	4	3
20	3	5	3	4	4	3	3	4	4	4
21	4	5	3	4	4	5	4	4	4	3
22	3	4	4	3	3	4	4	3	4	5
23	3	4	3	3	4	3	3	4	4	3
24	3	4	5	5	3	4	4	3	3	4
25	4	3	4	3	4	4	5	3	4	4
26	4	3	4	4	4	4	4	4	3	3
27	3	3	4	4	4	4	3	3	4	3
28	4	3	4	4	4	3	4	3	3	4
29	4	3	4	3	2	4	3	4	4	4
30	4	3	3	4	4	4	4	3	4	4

**DATA SECOND DRAFT-UNIT 1**  
**TASK 12**

NO	1	2	3	4	5	6	7	8	9	10
1	4	4	3	4	4	4	4	4	3	4
2	4	4	4	4	4	4	4	4	3	4
3	4	3	4	4	3	4	4	3	3	3
4	4	4	3	4	4	4	4	4	4	4
5	4	3	4	3	3	4	5	3	5	5
6	4	4	3	4	4	4	3	4	3	4
7	4	3	3	4	4	3	4	3	4	3
8	4	4	4	4	4	5	4	4	4	4
9	5	4	4	4	4	4	3	3	4	5
10	3	4	4	3	4	3	3	4	5	5
11	4	3	3	4	4	3	5	4	4	5
12	4	4	3	3	3	3	4	4	4	4
13	5	5	4	4	4	4	5	5	5	4
14	4	4	3	4	3	3	4	3	4	4
15	4	4	4	4	5	4	4	3	4	4
16	4	4	4	4	3	3	3	4	2	4
17	4	5	3	5	4	4	3	3	4	4
18	4	5	3	5	4	4	5	3	4	5
19	3	4	4	3	4	4	4	3	3	4
20	3	3	3	4	3	3	3	3	4	3
21	4	5	4	5	3	3	5	4	4	3
22	4	4	4	3	3	3	4	4	3	3
23	4	4	4	3	3	4	3	3	4	4
24	4	4	4	4	4	4	5	4	4	5
25	5	4	4	4	5	5	5	4	4	3
26	5	4	3	5	5	5	5	4	5	4
27	5	5	5	4	4	5	5	4	5	4
28	5	5	5	5	4	4	4	4	4	4
29	4	3	4	4	4	3	3	4	4	4
30	4	4	4	4	3	4	4	4	4	4

**SECOND DRAFT-UNIT 1**  
**DESCRIPTIVE STATISTICS**

**TASK 1**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
butir1	30	3	5	4.13	.507
butir2	30	3	5	3.67	.606
butir3	30	3	4	3.70	.466
butir4	30	3	5	4.37	.556
butir5	30	3	5	4.30	.596
butir6	30	3	5	3.93	.450
butir7	30	3	5	3.93	.583
butir8	30	3	5	3.93	.583
butir9	30	3	5	3.87	.571
butir10	30	3	5	4.13	.507
Valid N (listwise)	30				

**TASK 2**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
butir1	30	3	5	4.23	.568
butir2	30	3	5	3.70	.651
butir3	30	3	5	3.83	.461
butir4	30	3	5	3.67	.547
butir5	30	3	5	3.77	.679
butir6	30	3	5	3.87	.681
butir7	30	3	5	4.00	.695
butir8	30	3	5	3.90	.548
butir9	30	3	5	4.13	.434
butir10	30	1	5	3.83	.699
Valid N (listwise)	30				

### TASK 3

#### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
butir1	30	3	5	4.30	.596
butir2	30	3	5	3.97	.414
butir3	30	2	5	3.80	.761
butir4	30	2	5	3.83	.834
butir5	30	2	5	3.70	.651
butir6	30	3	4	3.53	.507
butir7	30	2	5	3.70	.702
butir8	30	3	5	3.80	.714
butir9	30	3	5	4.00	.587
butir10	30	3	5	4.10	.481
Valid N (listwise)	30				

### TASK 4

#### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
butir1	30	3	5	4.03	.615
butir2	30	3	5	3.90	.548
butir3	30	3	5	3.90	.481
butir4	30	3	5	3.80	.484
butir5	30	2	5	3.70	.651
butir6	30	3	5	3.80	.714
butir7	30	2	5	3.73	.785
butir8	30	3	5	3.80	.714
butir9	30	3	4	3.67	.479
butir10	30	3	5	3.93	.521
Valid N (listwise)	30				



## TASK 5

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
butir1	30	3	5	4.00	.525
butir2	30	2	5	3.63	.765
butir3	30	3	4	3.63	.490
butir4	30	3	5	3.90	.607
butir5	30	3	5	3.77	.626
butir6	30	3	5	3.77	.504
butir7	30	3	5	3.47	.571
butir8	30	3	5	3.87	.507
butir9	30	3	5	3.87	.629
butir10	30	3	5	4.00	.455
Valid N (listwise)	30				

## TASK 6

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
butir1	30	3	5	3.80	.610
butir2	30	3	5	3.73	.583
butir3	30	3	5	3.90	.548
butir4	30	3	5	3.87	.507
butir5	30	3	5	3.73	.640
butir6	30	2	5	3.77	.679
butir7	30	2	5	3.60	.675
butir8	30	3	4	3.63	.490
butir9	30	3	5	3.73	.583
butir10	30	3	5	3.93	.521
Valid N (listwise)	30				

## TASK 7

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
butir1	30	3	5	3.87	.507
butir2	30	3	5	3.80	.610
butir3	30	3	4	3.67	.479
butir4	30	3	5	3.90	.481
butir5	30	3	5	3.80	.551
butir6	30	3	5	3.83	.531
butir7	30	3	5	3.77	.568
butir8	30	3	5	3.83	.747
butir9	30	3	5	3.67	.606
butir10	30	3	5	3.87	.507
Valid N (listwise)	30				

## TASK 8

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
butir1	30	3	5	3.97	.490
butir2	30	3	5	3.83	.531
butir3	30	3	5	3.70	.535
butir4	30	3	5	3.93	.640
butir5	30	3	5	3.93	.583
butir6	30	3	5	3.63	.556
butir7	30	3	5	3.80	.484
butir8	30	3	5	3.93	.640
butir9	30	3	5	3.87	.507
butir10	30	2	5	4.00	.525
Valid N (listwise)	30				

## TASK 9

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
butir1	30	3	5	3.77	.626
butir2	30	2	5	3.60	.621
butir3	30	2	5	3.67	.711
butir4	30	3	5	3.90	.712
butir5	30	3	5	3.80	.714
butir6	30	3	5	3.90	.712
butir7	30	3	5	3.93	.583
butir8	30	3	5	3.80	.610
butir9	30	3	5	3.77	.679
butir10	30	3	5	4.07	.640
Valid N (listwise)	30				

## TASK 10

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
butir1	30	3	4	3.80	.407
butir2	30	3	5	3.70	.596
butir3	30	3	5	3.83	.592
butir4	30	3	5	3.60	.563
butir5	30	3	5	3.83	.699
butir6	30	3	5	3.90	.548
butir7	30	3	5	3.73	.521
butir8	30	3	5	3.77	.679
butir9	30	3	5	3.80	.484
butir10	30	3	5	4.07	.450
Valid N (listwise)	30				

## TASK 11

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
butir1	30	3	5	3.93	.583
butir2	30	3	5	3.93	.640
butir3	30	3	5	3.73	.521
butir4	30	3	5	3.87	.571
butir5	30	2	5	3.77	.626
butir6	30	3	5	3.83	.592
butir7	30	3	5	3.70	.596
butir8	30	3	4	3.60	.498
butir9	30	1	5	3.77	.728
butir10	30	3	5	3.90	.548
Valid N (listwise)	30				

## TASK 12

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
butir1	30	3	5	4.10	.548
butir2	30	3	5	4.00	.643
butir3	30	3	5	3.70	.596
butir4	30	3	5	3.97	.615
butir5	30	3	5	3.77	.626
butir6	30	3	5	3.80	.664
butir7	30	3	5	4.03	.765
butir8	30	3	5	3.67	.547
butir9	30	2	5	3.90	.712
butir10	30	3	5	4.00	.643
Valid N (listwise)	30				

# APPENDIX H

## LETTERS OF

## PERMISSION



PEMERINTAH KOTA YOGYAKARTA  
DINAS PENDIDIKAN  
**SMK NEGERI 1**  
BIDANG KEAHLIAN : BISNIS DAN MANAJEMEN  
*Jalan Kemetiran Kidul 35 Yogyakarta 55272 ☎ □ Fax (0274) 512148*

**SURAT KETERANGAN**

NO. : 070 / 384...

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Kejuruan Negeri 1 Yogyakarta (SMKN 1) menerangkan bahwa Mahasiswa Fakultas FBS-UNY :

Nama : PRIASTUTI  
No. Mahasiswa : 06202244002  
Program Studi/Jurusan : Pendidikan Bahasa Inggris

Telah melaksanakan pengambilan data/penelitian/observasi dengan judul :

***"DEVELOPING REAL WORLD SPEAKING TASKS FOR THE STUDENT OF MARKETING PROGRAM IN GRADE X AT SMK N 1 YOGYAKARTA "*** pada tanggal 3 Agustus 2010 sampai dengan 19 Mei 2011 di SMK N 1 Yogyakarta.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Yogyakarta, 4 Agustus 2011



Kepala Sekolah

Dra. Nur Istiatmi

NIP. 19600723 198703 2 003



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA

## SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814, 512243 (Hunting)  
YOGYAKARTA 55213

### SURAT KETERANGAN / IJIN

Nomor : 070/4884/VI/2010

Membaca Surat : Dekan Fakultas Basa dan Seni-UNY

Nomor : 1188/H.34.12/PP/VII/2010

Tanggal Surat : 27 Juli 2010

Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman Penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintahan Daerah;  
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.  
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

***DIIJINKAN*** untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) kepada :

Nama : PRIASTUTI

NIP/NIM : 06202244002

Alamat : Karangmalang, Yogyakarta

Judul : DEVELOPING REAL WORLD SPEAKING TASKS FOR STUDENTS OF MARKETING IN GRADE X AT SMK N 1 YOGYAKARTA

Lokasi : Kota Yogyakarta

Waktu : 3 (tiga) Bulan

Mulai tanggal : 28 Juli s/d 28 Oktober 2010

Dengan ketentuan :

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan **softcopy** hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam **compact disk (CD)** dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang dengan mengajukan surat ini kembali sebelum berakhir waktunya;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di : Yogyakarta

Pada tanggal : 28 Juli 2010

An. Sekretaris Daerah  
Asisten Perekonomian dan Pembangunan  
Ub. Kepala Biro Administrasi Pembangunan



Tembusan disampaikan kepada Yth.

1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Walikota Yogyakarta cq. Dinas Perizinan
3. Dinas Pendidikan Pemuda dan Olahraga Provinsi DIY
4. Dekan Fakultas Basa dan Seni-UNY
5. Yang Bersangkutan





## SURAT IZIN

NOMOR : 070/1868  
4868/34

- Dasar : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta  
Nomor : 070/4884/V/2010 Tanggal : 28/07/2010
- Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah  
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;  
3. Peraturan Walikota Yogyakarta Nomor 33 Tahun 2008 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;  
4. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;  
5. Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor: 38/I.2/2004 tentang Pemberian izin/Rekomendasi Penelitian/Pendataan/Survei/KKN/PKL di Daerah Istimewa Yogyakarta.

Dijijinkan Kepada : Nama : PRIASTUTI NO MHS / NIM : 06202244002  
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY  
Alamat : Kampus Karangmalang, Yogyakarta  
Penanggungjawab : Drs. Suharso, M. Pd  
Keperluan : Melakukan Penelitian dengan judul Proposal : DEVELOPING REAL WORLD SPEAKING TASKS FOR STUDENTS OF MARKETING IN GRADE X AT SMK N 1 YOGYAKARTA

Lokasi/Responden : Kota Yogyakarta  
Waktu : 28/07/2010 Sampai 28/10/2010  
Lampiran : Proposal dan Daftar Pertanyaan  
Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)  
2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat  
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah  
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan -ketentuan tersebut diatas  
Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan  
Pemegang Izin  
  
PRIASTUTI

Dikeluarkan di : Yogyakarta  
pada Tanggal : 29-7-2010



## Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta (sebagai laporan)  
2. Ka. Biro Administrasi Pembangunan Setda Prop. DIY  
3. Ka. Dinas Pendidikan Kota Yogyakarta  
4. Kepala SMK Negeri 1 Yogyakarta  
5. Ybs.